DISTRICT PRIMARY EDUCATION PROGRAMME

TEACHER POLICY, TRAINING NEEDS AND PERCEIVED STATUS OF TEACHERS

N.K. Jangira
Ajit Singh
S.K. Yadav

Department of Teacher Education and Special Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016

1995

The Study On Teacher Policy, Training Needs and Perceived Status of Teachers was funded by UNICEF

RESEARCH TEAM

Co-ordinator

N.K. Jangira

Associated Co-ordinators

Ajit Singh
S.K. Yadav

Academic Assistance

Anil Kumar K.
Ramesh Sultania

Graphics

Rakesh Kumar Sharma

Secretarial Assistance

N. Panicker
Parash Ram Kaushik

PREFACE

Pupils' achievement in primary grades has been reported to be abysmally low in many studies There are a number of variables which determine pupils' achievement Of these variables, teacher performance in the classroom is the most important one. An effective teacher performance raises the level of pupils' attainment Teacher performance is further determined by the quality of his/her initial and in-service training, work and career rewards, monetary and non-monetary incentives which encourage and maintain high levels of enthusiasm for the teaching process further teacher recruitment procedure, policy of initial posting and transfer, work conditions, instructional supervision and support, teachers' perceptions about their social, economic and professional status also affect teacher motivation and performance in the classroom

This study was, therefore, undertaken to determine policy of the state governments with regard to recruitment procedure of primary school teachers, demand and supply of these teachers, their service conditions etc. Unsatisfactory aspects of their initial training, facilities for in-service education and training, in-service training needs of teachers and head-teachers, perceptions about social, economic and professional status were also assessed by interviewing them

Chapter one manifests objectives, sample, recruitment and training of field staff, procedure of data collection and its scrutiny at different levels Chapter Two presents data with regard to demand and supply of teachers, their service conditions etc. Chapter Three reflects characteristics of the sampled teachers Chapter Four exhibits training needs, factors which contribute to teachers' willingness to participate in in-service education programmes. Chapter five reveals teachers' perceptions about their status - social, economic and professional. The last chapter Six highlights problems being encountered by teachers in their work situation.

We appreciate the support extended by professional assistants particularly Shri Anil Kumar K and Mrs Ramesh Sultania and a number of field investigators in the collection and scrutiny of data We also appreciate the contribution of Dr M.S Nagi, Council for Social Development for processing the data of the study within short time to enable us to present the report to the Pre-appraisal Mission of the World Bank

We also appreciate the efforts of Shri N Panicker and Parash Ram Kaushik in bringing print out of the report

N.K. Jangira
Ajit Singh
S.K. Yadav

Contents

ACRONYMS

BAS	Baseline Assessment Study
BEO	Block Education Officer
BRC	Block Resource Centre
BTC	Basic Training Centre
CERI	Centre for Educational Research and Innovation
DEO	District Education Officer
DIET	District Institute of Education and Training
DMESDP	Department of Measurement, Evaluation, Survey and Data Processing
DPEP	District Primary Education Programme
ETTI	Elementary Teacher Training Institute
IGNOU	Indira Gandhi National Open University
IO	Inspecting Officer
JBT	Junior Basic Training
MHRD	Ministry of Human Resource Development
MLLs	Minimum Levels of Learning
NCERT	National Council of Educational Research and Training
NIEPA	National Institute of Educational Planning and Administration
NCTE	National Council for Teacher Education
NPE	National Policy on Education
OBC	Other Backward Classes
POA	Programme of Action
SBEO	Schedule of Block Education Officer
SC	Schedule Caste
SCERT	State Council of Educational Research and Training
SDEO	Schedule of District Education Officer
SIE	State Institute of Education
SPTG	State Policy on Teacher Training-Guidelines
SSF	Schedule of SCERT Faculty
ST	Schedule Tribe
TIS	Training Institute Information Schedule
TNA	Training Needs Assessment
TS	Teacher Schedule
TTI	Teacher Training Institute

UPE	Universal Primary Education
UNICEF	United Nations Childrens Fund
VEC	Village Education Committee
VE	Variation Explained

States

AS	Assam
HR	Haryana
KTK	Karnataka
KLA	Kerala
MHA	Maharashtra
MP	Madhya Pradesh
OS	Orissa
TN	Tamil Nadu

Districts

AUD	Aurangabad
BET	Betul
BLM	Belgaum
BPR	Bilaspur
DHPI	Dharmapuri
DRG	Darang
GJI	Gajapati
HSR	Hissar
KANG	Karbi Anglong
MAM	Mallappuram
NAND	Nanded
RCHR	Raichur
RTM	Ratlam
RYD	Rayagada
SAR	South Arcot
SHR	Sehore
TKM	Tikamgarh
WYN	Wayanad

List of Tables

Introduction

Status and Policy

Sample Characteristics

Preservice and Inservice Training

Teacher Perception About their Status

Problems of Teachers

List of Figures

SECTION - I

Highlights objectives of the Study, its Methodology and Scrutiny of Data etc. It manifests representation of female teachers in the workforce in different states, teachers qualifications and training, recruitment procedure, transfer policy, service conditions etc.

One

INTRODUCTION

Schools do make a difference in student achivement (Lockheed and Longford, 1991) The level and quality of student achivement depend on what goes on in schools and classrooms This brings the teacher to the centre stage of school effectiveness Teacher quality is critical to achive school goals It is the outcome of dynamic interaction of teacher competence and motivation of teachers to transform competence into performance Education and training build teacher competence, while service conditions, school climate and community environment guide commitment of teachers The process of training and support also contributes to teachers' commitment to some extent (Jangira and Ahuja, 1991).

Teacher commitment to perform is significant In the affective domain it starts from willingness to respond to a situation and through a series of steps, it becomes a professional value(Jangira, 1985) What is the dynamics of this becoming? What guides teachers to acquire this value? What can be done to facilitate the process? Do states have policy to attract competent and committed teachers? How are teachers recruited? Are service conditions conducive to retain good teachers? Do these sustain teacher commitments throughout the career? Research on school effectiveness, teacher effectiveness and career satisfaction explore these questions This research has yielded several variables of consequence which have policy implications for investment in teacher quality

A recent CERI study on teacher quality provides an appropriate conceptual framework for linking teacher policy contribution (initial education and training, in-service education and training, teacher appraisal, alternate paths to teaching, alternate teaching careers, incentives to enter the teaching profession and incentives to remain in the teaching profession), context of schooling (education system policies, local policies and strategies,organisation and culture of schools and links with classroom management), and dimension of teacher quality (content knowledge, pedagogical skill, empathy and managerial competence)(OECD,1994)

The Study

Teacher quality formed a component in baseline assessment studies of three districts in Uttar Pradesh and 46 districts of Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, and Tamil Nadu. Designing of teacher quality component of District Primary Education Programme (DPEP) requires an assessment of teacher policy in the states, its implications at school level, teacher perceptions about policy, and training needs The study explored these areas at two levels. At the policy level it coverd initial education and training of teachers;teacher recruitment, teacher placement and transfer, remuneration and service conditions; and in-service education and training At the second level, field study covered training needs assessment (TNA), perceptions about social, economic and professional status, and problems faced in carrying out professional activities in schools

Objectives

Specific objectives of the study were to

1 document and analyse the state policy on teacher training , teacher motivation, teacher recruitment policy, recruitment of female teachers and their representation, remuneration of teachers, teachers' transfer policy, demand and supply of teachers, initial and in-service teacher training, etc

2. document and analyse infrastructural facilities available at the district level for initial and in-service training

3 study perceptions of teachers about their social, economic, and professional status and to identify factors affecting teacher motivation in schools.

4 identify in-service training needs of teachers and suggest guidelines for providing input for teacher training in the District Primary Education Programme.

Methodology

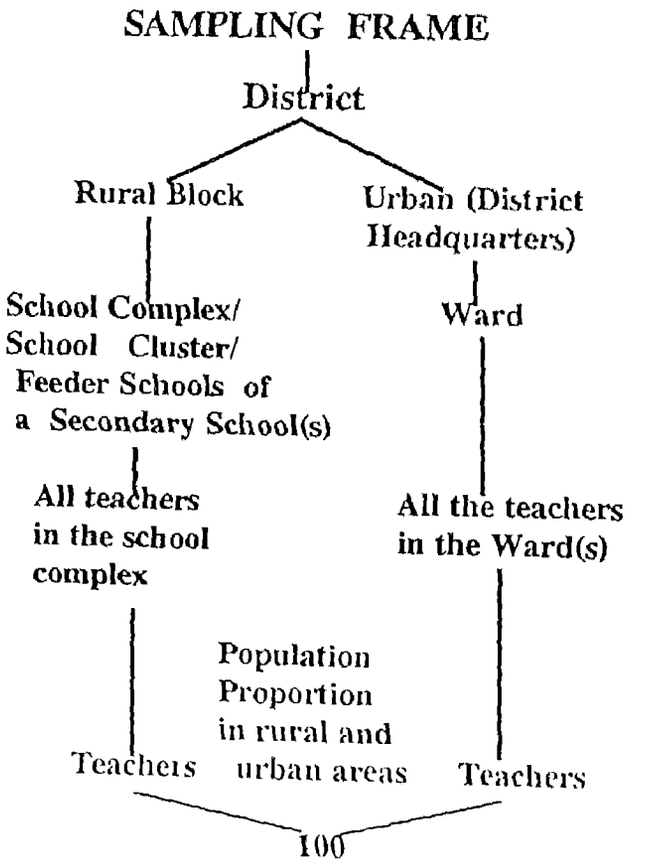
To realise objective relating to state policy on teacher training, documents, office orders, procedural guidelines relating to teacher remuneration, transfer, incentives and disincentives were studied The members of the SCERT faculty, District and Block Education Officers were interviewed

To realise objective 2 data on procedure for admission to primary/elementary teacher training institutions including DIETs was documented Teacher training institutions at the primary/elementary level in the selected districts were studied in depth in respect of facilities, admission procedure, curriculum transaction, school experiences and field work. To realise objectives 3 and 4 field study was conducted

Sampling for the Field Study

Two districts in each of the states of Assam, Maharashtra, Karnataka, Kerala, Tamil Nadu and Haryana, Orissa and five districts in Madhya Pradesh were selected. The selection of districts was purposive. If a district had a DIET, it was invariably selected. Similarly, wherever available, tribal district was selected.

Fig-1



One block in each district was selected randomly at the rural level From the list of school complex in the block, one school complex was selected randomly From the urban area, one school complex/ward at the district headquarters was selected randomly In states where school complex was not available, primary schools in the catchment area of the secondary school selectled randomly were treated as cluster of schools The number of teachers selected was 100 in a district. Where the number of teachers in the selected school complex was less than 100, teachers from the adjacent school complex were covered. The same procedure was followed in the case of school cluster in the catchment area of the selected secondary school. In urban areas, the situation of covering teachers from adjacent school complex/ward/school cluster of a secondary school did not arise as the requisite number of teachers was available in one ward/school cluster of the selected secondary school. Table1 1 provides names of districts and blocks covered in the study

Table 1.1 : Districts and Blocks Covered

State	District	Block
Assam	1 Karbi Anglong	Lumbazang
	2 Darang	Dalgaon
Haryana	1.Jind	Jind
	2 Hissar	Ratia
Karnataka	1 Raichur	Sindhnur
	2 Belgaum	Chikodi
Kerala	1 Wayanad	Mannan Thavadi
	2 Mallappuiam	Kuttippuram
Madhya Pradesh	1.Betul	Multai
	2 Bilaspur	Chapa
	3.Ratlam	Ratlam
	4.Sehoie	Budni
	5.Tikamgarh	Palera
Maharashtra	1.Aurangabad	Saigaon
	2 Nanded	Kinwat
Orissa	1 Gajapati	Gumma
	2 Rayagada	K Singpur
Tamil Nadu	1 South-Arcot	Coddalore
	2 Dharma Puri	Kelamangalam

The 100 teachers were apportioned to rural and urban area on the basis of the proportion of rural and urban population in the district according to 1991 Census The number of teachers who constituted the sample in rural and urban areas is given Table 1.2

Table 1.2: Districtwise Number of Teachers Constituting the Sample

State	District	Number of Teachers		
		Rural	Urban	Total
Assam	1.Karbi Anglong	90	10	100
	2 Darang	92	10	102
Haryana	1 Jind	79	25	104
	2 Hissar	79	21	100
Karnataka	1 Raichur	76	24	100
	2 Belgaum	79	21	100
Kerala	1 Wayanad	91	9	100
	2.Mallappuram	97	3	100
Madhya Pradesh	1 Betul	82	18	100
	2 Bilaspur	83	17	100
	3 Ratlam	68	32	100
	4 Sehore	82	18	100
	5.Tikamgarh	81	19	100
Maharashtra	1.Aurangabad	71	29	100
	2.Nanded	78	22	100
Orissa	1.Gajapati	85	15	100
	2.Rayagada	89	11	100
Tamil Nadu	1.South-Arcot	86	14	100
	2 Dharama Puri	91	10	101
Total		1579	328	1907

Instruments

The following instruments were developed for collecting data.

1 State Policy on Teacher Training-Guidelines (SPTG)
2 Schedule of SCERT Faculty (SSF)
3 Schedule of District /Block Education Officer (SDEO)
4. Training Institute Information Schedule (TIS)
5 Teacher Schedule (TS)

1 State Policy on Teacher Training-Guidelines (SPTG) This tool focuses on the demand and supply of teachers, policy on recruitment and information about transfer of teachers, their services conditions, etc

2 Schedule for SCERT Faculty (SSF)· The main purpose of the tool was to collect information regarding in-service training needs assessment (TNA) procedure and its role in the training of teachers

3 Schedule for District/Block Education Officer (SDEO)· These Schedules were developed primarily to determine the academic support provided by District/Block Education Officers to teachers to help them in improving performance. Further their views were sought regarding in-service training needs of primary school teachers and the mechanism which needs to be adopted to assess their needs

4 Training Institution Information Schedule (TIS)· This schedule was developed to assess the adequacy of human and material resources and physical facilities available in teacher training institutions including DIETs for effective transaction of pre-service and in-service training programme

5 Teacher Schedule (TS)· The schedule aimed at seeking information regarding teachers' academic/professional qualifications, their in-service training needs, perceptions about their social, economic and professional status, problems being faced by them in schools, etc.

The teacher schedule was tried out with five teachers from different schools Training Institute Information Schedule was tried out with one District Institute of Education and Training and one elementary teacher training institute The schedules were modified on the basis of the feedback received during the try out.

Procedure

The procedure for data collection involved the following steps:

Development of Training Manual

The manual focuses on training in the use of random number table for selecting school complex/ward from the complex/wards of the selected block It comprises guidelines for giving appropriate code for the state/district/school complex ,etc. in the teacher schedule. The manual also contains guidelines to deal with teachers while interviewing them for collecting the requisite data

Recruitment and Training of Field Staff

For each district, 3 field investigators were recruited through an open advertisement. Though the minimum qualification for a field investigator was graduation, a good percentage of recruited field investigators had either Junior Basic Training or bachelor degree in education.

One professional assistant for each of the state was recruited. The minimum qualification for the post of a professional assistant was Master's degree. However, most of the recruited professional assistants had M Ed degree too. Professional assistants were recruited to guide the investigators and supervise the process of data collection

One consultant , a retired person having adequate experience in research and primary education, was also appointed for each of the states except in Assam and Madhya Pradesh Consultants were appointed to collect data from the state authorities, teacher training institutes and to develop state report

Professional assistants and consultants were oriented to the project at NCERT and involved in the finalisation of the instruments and procedure of data collection from the field. Professional assistants were provided two days training at NCERT on 15-16 December, 1993 The field investigators were provided two day training in using the Teacher Schedule. The dates for training varied from state to state The training covered objectives and methodology of the study, understanding each instrument and its use to collect data, practice in sampling and conducting interviews. The training was transacted in participatory mode with practice in simulated as well as in field situation Reading individually, discussion in small groups, demonstration, role play and assignments were extensively used. Field practice was provided exactly in the same way as it was designed for data collection The field experiences were reviewed for clarifying issues arising from the field practice Field work was organised districtwise.

Table 1.3 : Training and Data Collection Schedule

State	Dates of Training	Dates of Data Collection
Assam	4-5 Jan 94	6-27 Jan. 94
Haryana	15-16 Dec. 93	17 Dec. 93 - 16 Jan 94
Karnataka	5 - 6 Jan. 94	10 Jan. - 16 Feb. 94
Kerala	3 - 4 Jan. 94	10 Jan. - 9 Feb. 94
Madhya Pradesh	15-17 March 94	18 March - 16 April 94
Maharashtra	13 - 14 Dec. 93	17 Dec. 93 - 16 Jan. 94
Orissa	20-21 Feb 94	25 Feb - 2 April 94
Tamil Nadu	22 - 23 Jan 94	24 Jan - 21 Feb. 94

A team of six investigators and one professional assistant was formed in each state The team started work in one district and moved to the second district as data collection was completed in the first district The process of data collection in different states took about a month. The data collection in the states started in December and was completed by the middle of April, 1994.

Data Scrutiny and Management

The quality of data was ensured through several measures The supervision was carried out by the professional assistants and the consultant in each state The co-ordinators at the headquarters also visited data collection sites to observe the actual process of data collection The field team carried out review at the end of the day and took corrective measures next day Scrutiny of the data was made by the professional assistant daily. Consultants also scrutinised the data before sending to the NCERT headquarters The final scrutiny of the data was done at the NCERT headquarters before sending it for entry and analysis

Statistical Analysis

Qualitative analysis of the documents of state policy on teachers was used Descriptive statistics(percentages) were used for analysing data with ragard to teacher profile, their per-service training, perceptions regarding social, economic and professional status, problems of teachers, etc

Teachers' perception of professional status was taken as the criterion variable Stepwise regression analysis was carried out The explanatory variables were sex, age, marital staus, socio-cultural groups of teachers, education and training, reasons for choosing the teaching career, year of completing teacher training, satisfaction about pre-service training received, teaching experience, desire for in-service training, amount of inservice training, use of in-service training in classroom practice, perceptions of social status, satisfaction about social status, perception about economic status, time for commuting from home to school, head teacher accepting teachers' suggestions, promotional prospects, promotions received, help from teachers, staff meetings to discuss improvement in teaching-learning process, meetings of VEC/AEC to achieve the goal of UPE, transfer, multigrade teaching, lack of teaching aids, lack of physical facilities, high rate of student absenteeism, apathy of partents, lack of academic guidance from seniors. The criterioin variable of teacher perception about professional status was based on the assumption that the teacher perceiving the professional status as high are those who are motivated because they have sense of career satisfaction.

Two

Status and Policy

This section presents policy provisions regarding teacher preparation, recruitment and service conditions Are policy provisions related to teacher status? Do these motivate teachers? Have these something to do with teacher performance? Do these require improvement for generating and sustaining their motivation? Are properly qualified and trained teachers available? Have policies to do something with the quality of teachers available in the system? The analysis of documents and discussion with educational administrators was directed to find answers to these questions The description starts with teacher policy followed by institutional capacity of SCERTs and DIETs

Teacher Policy

This section deals with teacher policy covering teacher recruitment, placement, representation of female teachers in the teaching workforce and demand and supply of teachers The state policy on teacher training, transfer and service conditions are also highlighted

Teacher Recruitment

The states have laid down minimum academic accomplishment for primary school teachers. The states of Haryana, Karnataka, Madhya Pradesh, Maharashtra and Tamil Nadu require primary school teachers with 12 years of schooling and 2 years of diploma in elementary education The states of Kerala and Orissa require 10 years of schooling with two years of diploma in elementary education In Assam entry qualification for primary school teachers is 10 years of schooling without initial training In the autonomous Hill district of Karbi-Anglong of Assam, teachers below 10 years of schooling continue to be appointed

Ten years of schooling or below was prescribed for qualifying as primary school teachers when high/higher secondary school graduates were in limited supply and unprecedented expansion of primary schooling in the 50's and 60's required a large number of teachers The situation has now changed Not only higher secondary and university graduates are available, large number of them also remain unemployed The question of raising qualifications needs a review by the state taking into consideration implications for remuneration It may improve teacher's knowledge of content to meet the demands of the upgraded primary school curriculum It may have financial implications, but in practice, it has started happening. Recently, the UP government upgraded entry to elementary teacher training institutes to graduation. It has, however, been withdrawn for reasons other than availability of graduates In DIETs in Haryana, a number of university graduates and postgraduates seek and get admission and this may be true in other states too So upgrading of qualifications of primary school teachers needs consideration Simultaneously, encouraging existing teachers to improve qualifications through open learning system also needs consideration, particularly in the states where teachers are underqualified Incentives system for upgradation of academic qualification needs to be worked out

Recruitment Procedure and Placement

Recruitment procedure is practically centralized in most of the states In Haryana, Kerala and Tamil Nadu recruitment is done at the state level, while in Assam, Karnataka, Maharashtra and Madhya Pradesh it is done at the district level In Orissa, primary school teachers are recruited at the regional level.

Centralization of recruitment of primary school teachers poses several problems Firstly, the head teacher and the local administration have little say in the selection of teachers for their school Local specific needs of their schools are therefore not reflected In the absence of specific guidelines regarding initial posting of primary school teachers either in rural or urban area, teachers are placed in schools wherever the vacancies are available. Most of the vacancies are in rural and remote areas Centrally selected teachers either do not join or put pressure for initial posting in town and cities Influential ones do succeed. As a result, vacancies in rural, remote and hilly areas remain unfilled for a considerable period of time affecting pupils' learning adversely in these area. Thirdly, substitute teachers are not generally appointed when teachers proceed on long leaves on account of ill health, maternity, etc. So decentralized recruitment with the involvement of the local administration needs consideration, particularly in the context of Panchayat raj and local body acts

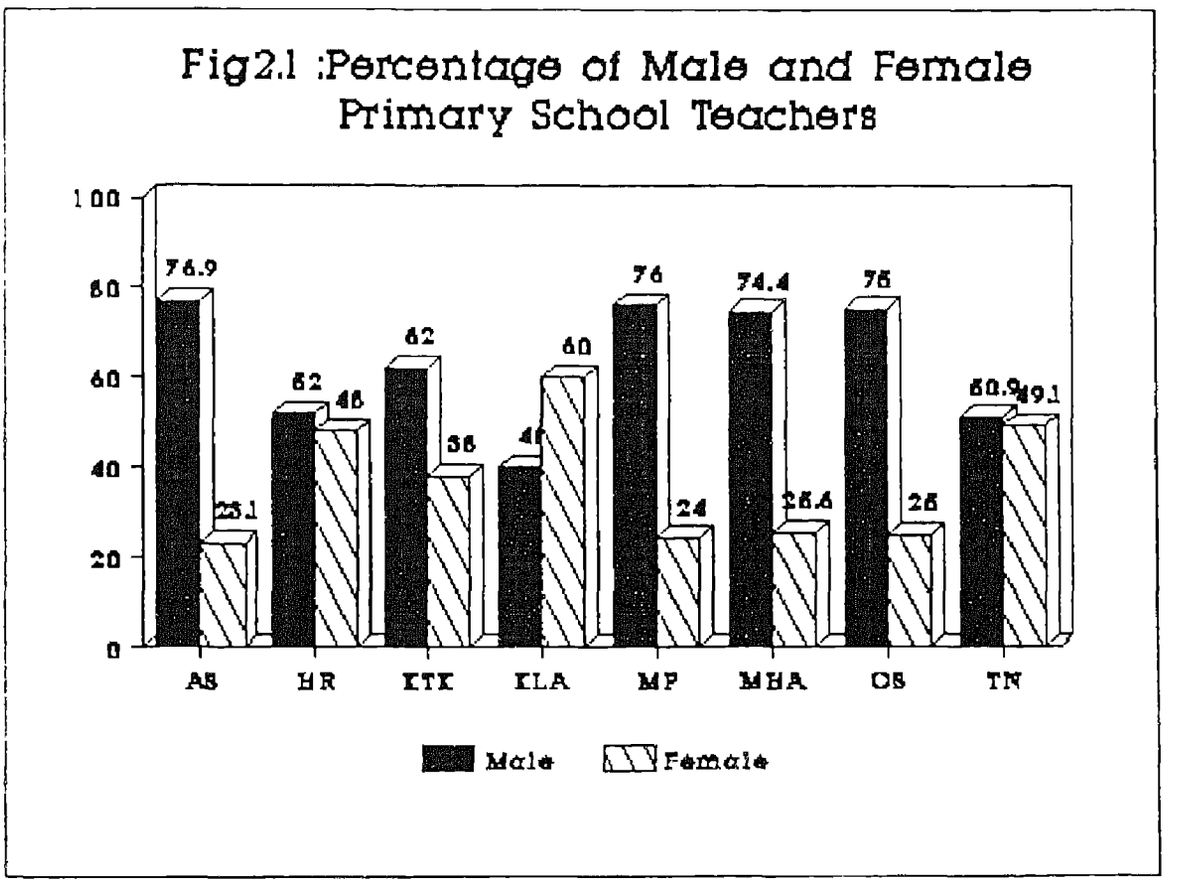
Female Teachers

The reservation for teacher recruitment is according to government policy in each of the states However, representation of female teachers causes concern, particularly from the point of view of enrolling and retaining girls in primary schools. At present, in most of the states female teachers are under represented except in the states of Kerala, Haryana and Tamil Nadu as indicated in Table 2 1

Table 2.1: Percentage of Male and Female Primary School Teachers

State	Male	Female
Assam	76.9	23.1
Haryana	52.0	48.0
Karnataka	62.0	38 0
Kerala	40 0	60.0
Madya Pradesh	76 0	24 0
Maharashtra	74 4	25 6
Orissa	75·0	25·0
Tamil Nadu	50 9	49 1

In other states, except Karnataka, only a quarter of primary school teachers are female. The representation of male and female teachers has been depicted through Fig. 2 1. The GOI guidelines suggest improvement in recruitment of female teachers. In fact, in Operation Black Board scheme guidelines suggest that at least 50 percent of teachers to be appointed should be female (MHRD, 1987) States are making a conscious effort to increase female teachers in primary schools



Demand and Supply of Teachers

There is no conscious effort to link supply of primary school teachers to demand. None of the states could provide a perspective plan for teacher preparation. In some states it seems that production of teachers has gone out of control despite the fact that teacher training institutions are recognized by governments For example, in Kerala, Maharashtra, Karnataka and Tamil Nadu the turnover of teachers is twice the number recruited in the last couple of years In Assam the capacity for providing initial teacher training at present is zero, because existing facilities are not sufficient for even clearing the backlog of untrained teachers The demand and supply is balanced only in the states of Haryana and Madhya Pradesh

In the absence of a perspective plan for elementary teacher education, growth of private unaided elementary teacher training institutions causes concern. In Maharashtra and Karnataka nearly half of the teacher training institutions are private unaided. The field study indicates that most of the private institutions have only two classrooms with no library and laboratory facilities The staff is also inadequate The percentage of failure (about 60) in these institutions in Maharashtra is an indication of the low quality of teacher training (SCERT, 1993). In Tamil Nadu the court intervened recently for admission to ETTIs other than DIETs. The states may like to review and balance the demand and supply of primary teachers. The states must have a policy on elementary teacher training according to the standards to be provided by the National Council for Teacher Education (NCTE) Training quality is the key to the supply of competent teachers

Transfer Policy

In the states of Maharashtra, Haryana, Karnataka and Orissa the policy is to transfer teachers after 3-6 years In the states of Assam, Tamil Nadu, Madhya Pradesh and Kerala teachers are transferred on request and administrative grounds only The policy of periodic transfer seems to be the legacy of the civil service where incumbents are transferred after three years so that they do not develop vested interests. In a school, if teachers are effective, one does not find any justification for transfer after three to five years. It is usually exploited for the displacement of teachers to adjust some for purposes other than school performance. Nearly 30 percent of teachers were transferred upto three times during the last five years in one state. Transfer followed every election It is confirmed by teacher perceptions in the baseline study which indicates that 40 percent teachers consider their transfer as a punishment (Jangira and Ahuja, 1994). The result may be low job satisfaction, low motivation and low performance

In Maharashtra, the policy is to keep teachers at least 25 kilometers away from their home town. The premise is that teachers will stay at the school location To what extent the purpose is served needs to be studied. The teachers who are transferred under this policy perceive transfer as a punishment The outcome in terms of performance may not be positive Secondly, in many villages residential accommodation for teachers, particularly female teachers, is not available They stay in large villages or nearer towns and commute distances as found in the field study. In both cases teacher performance is likely to be affected adversely. There seems to be a discrepancy between policy and field reality. Similar policy which proved counter productive in Haryana stand withdrawn A study on the effectiveness is needed The transfer policy needs review and rationalisation in some states.

Service Conditions

The service conditions include salary, allowances, housing facilities, study leave, pension and gratuity benefits, etc Table 2 2 summarises availability of the compensation and different facilities available to primary school teachers

Table 2.2: Compensation and Service Conditions

Compensation and Service Condition		AS	HR	KTK	KLA	MHA	MP	TN	OS
Appointment	Regular	Y	Y	Y	Y	Y	Y	Y	Y
	Ad hoc	Y	N	N	N	N	N	N	N
Salary* (in Rupees/ month)	Initial	1185	1200	1130	1125	1200	1200	1200	1080
	Final	2395	2040	2100	1720	2040	2400	2040	1800
Housing Facilities		N	N	N	N	N	Y**	N	N
Medical Allowance/reimbursement		Fixed	Y	Y	Y	Y	Fixed	Y	Y
Allowance	Rural/Remote Area	N	Y	N	N	N	Y	N	N
	Hill Area	N	N A	Y	Y	N	N A	Y	N A
Advances	House Building	Y	Y	Y	Y	N	Y	N	Y
	Scooter	Y	Y	Y	Y	Y	Y	Y	Y
Transfer Policy	Initial Posting	N	N	N	N	N	N	N	N
	In-service	N	3yrs	N	N	5yrs	N	N	6yrs
Study Leave		N	Y***	N	N	N	N	N	Y
Age of Retirement		58	58	58	55	58	60	58	58
Retirement Benefits	Pension	Y	Y	Y	Y	Y	Y	Y	Y
	Gratuity	Y	Y	Y	Y	Y	Y	Y	Y
	Leave Encasement	N	Y	Y	Y	N	Y	Y	Y
	Group Insurance	Y	Y	Y	Y	Y	Y	Y	Y
Grievance Removal Machinary		Y	Y	Y	Y	Y	Y	Y	Y

Y-Yes N-No,

* *Scale of pay is only for regular teachers In Assam, Ad hoc teachers are paid a consolidated salary of Rupees nine hundred per month*

** *Only for Lady teachers of rural areas*

*** *Only for B Ed degree*

These scales are almost similar. In Assam, ad hoc teachers are appointed for Rs.900/-per month till they are regularised. The states of Haryana, Karnataka, Kerala and Tamil Nadu provide additional allowance for working in rural or hilly areas. The states do not provide housing facilities for teachers, but pay house rent in urban locations. The problem is not addressed to in rural and remote areas. All states provide pension, gratuity, group insurance and medical facilities Leave encasement is also allowed in all states except in Assam and Maharashtra. There is no provision of study leave except in Orissa and for B.Ed. in Haryana All states have grievance removal machinery and a provision for advance for the purchase of a vehicle Selection grades after fixed years of completion of service are available in all the states.

Incentives for Promoting Performance

States do not provide incentives to teachers to improve their performance in schools Table 2.3 provides data in this regard. None of the states provides any incentive to teachers in terms of out of turn promotion for their pupils' good performance States need to provide performance linked incentives to teachers with a view to improving the quality of instruction and reducing the drop out rate

Table 2.3 : Incentives for Promoting Performance in Schools

Incentive	Assam	Haryana	Karna-taka	Kerala	Maha-rashtra	Tamil Nadu	Madhya Pradesh	Orissa
Award	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Opportunities for out of turn promotion for pupils' good performance	No	No	No	No	No	No	No	No
Free instructional Material	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Deputation for Seminar/Conference	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Participation in Decision-making in school	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

It is to be linked to appraisal and accountability. Although NPE 1986 and the POA 1992 (MHRD, 1992) did suggest, but it has still not been made operative in the states States may like to initiate the process taking teachers' organisations into confidence.

Teacher Training

The policy of each state regarding teacher training both preservice and inservice ,was also documented.

The nature of primary/elementary teacher training institutes varies from state to state In some states, there are government institutions only, while in others, there are private aided as well as unaided institutions. Table 2.4 provides information regarding teacher training institutions in these states.

Table 2.4 : Teacher Training Institutions

State	Govt Institutions		Privat Aided	Private Un-aided	Total
	BTC/TTI	DIETs			
Assam	19	6	--	--	25
Haryana	9	8	--	--	17
Karnataka	19	16	39	53	127
Kerala	23	14	64	--	101
Madhyaprade	9	45	2	--	56
Maharashtra	57	--	129	132	318
Orissa	52	11	--	--	63
Tamil Nadu	14	21	32	--	67

The state of Assam , Haryana and Orissa have only government institutions Further, the states of Kerala ,Madhya Pradesh and Tamil Nadu have government and private aided institutions. There are government, private aided and unaided institutions in the states of Karnataka and Maharashtra.

The highest number of institutions is in the state of Maharashtra (318) followed by in Karnataka (127), Kerala (101) and Tamil Nadu (67) In Tamil Nadu, except DIET's , all other institutions have recently been instructed by the Court not to admit the students. In these states, the supply of teachers is much more than the demand. The state of Assam is not running any pre-service training programme. Teachers are appointed without any training. They are provided initial training of one year duration later.

The quality of teacher preparation programme depends upon the transaction of the curriculum which, in turn, depends to a great extent on human and material resources in the institution. These resources are scarce in private unaided institutions As a result transaction of the curriculum is weak in these insititutions In Maharashtra, there is a high rate of failure among students from these institutions The states of Karnataka and Maharashtra need to review their policy of promoting unaided institutions in the light of effectiveness of curriculum transaction in these institutions

Minimum Qualification for Admission

The minimum qualification for admission into a primary/elementary teacher training institution is either matriculation or senior secondary in the states Table 2.5 provides data in this regard

Table 2.5 : Minimum Qualification for Admission into Preservice Training Programme

State	Eligibility for admission	Duration
Assam	No Preservice Training Programme	--
Haryana	Sr.Secondary(+2)	2 years
Karnataka	Sr Secondary (+2)	2years
Kerala	10th pass	2 years
Madhya Pradesh	Sr Secondary (+2)	2 years
Maharashtra	Sr Secondary(+2)	2 years
Orissa	10th pass	2 years
Tamil Nadu	Sr Secondary (+2)	2 years

In the states of Kerala and Orissa, the minimum qualification for admission is matriculation (ten years of schooling) It is senior secondary (12 years of schooling) in the states of Haryana, Karnataka, Maharashtra, Madhya Pradesh and Tamil Nadu The duration of inservice training is, however, two years in all the states The state of Maharashtra has enchanced minimum qualification from matriculation to senior secondary from the year 1993-94. The states of Kerala and Orissa need to enhance entry qualification to senior secondary. Surprisingly, Kerala which has availability of senior secondary grade teachers has not enhanced qualification, despite availing the scheme of DIETs which envisages 12 years of schooling for preservice training

Admission Procedure

The states of Karnataka, Kerala , Maharashtra, Madhya Pradesh and Orissa admit students to preservice course on the basis of marks in the qualifying examination .However, Haryana and Tamil Nadu admit students into the preservice programme on the basis of marks in the qualifying examination and interview. States need to develop suitable criteria for selecting candidates with potentialites such as teaching aptitude, communication skills, etc.which are helpful in becoming effective teachers

Untrained Teachers

Except Assam, all the states covered in the study require certificate or diploma in teaching for primary school teachers The result is that a large number of untrained teachers are in Assam Table 2 6 provides the percentage of trained teachers in these states

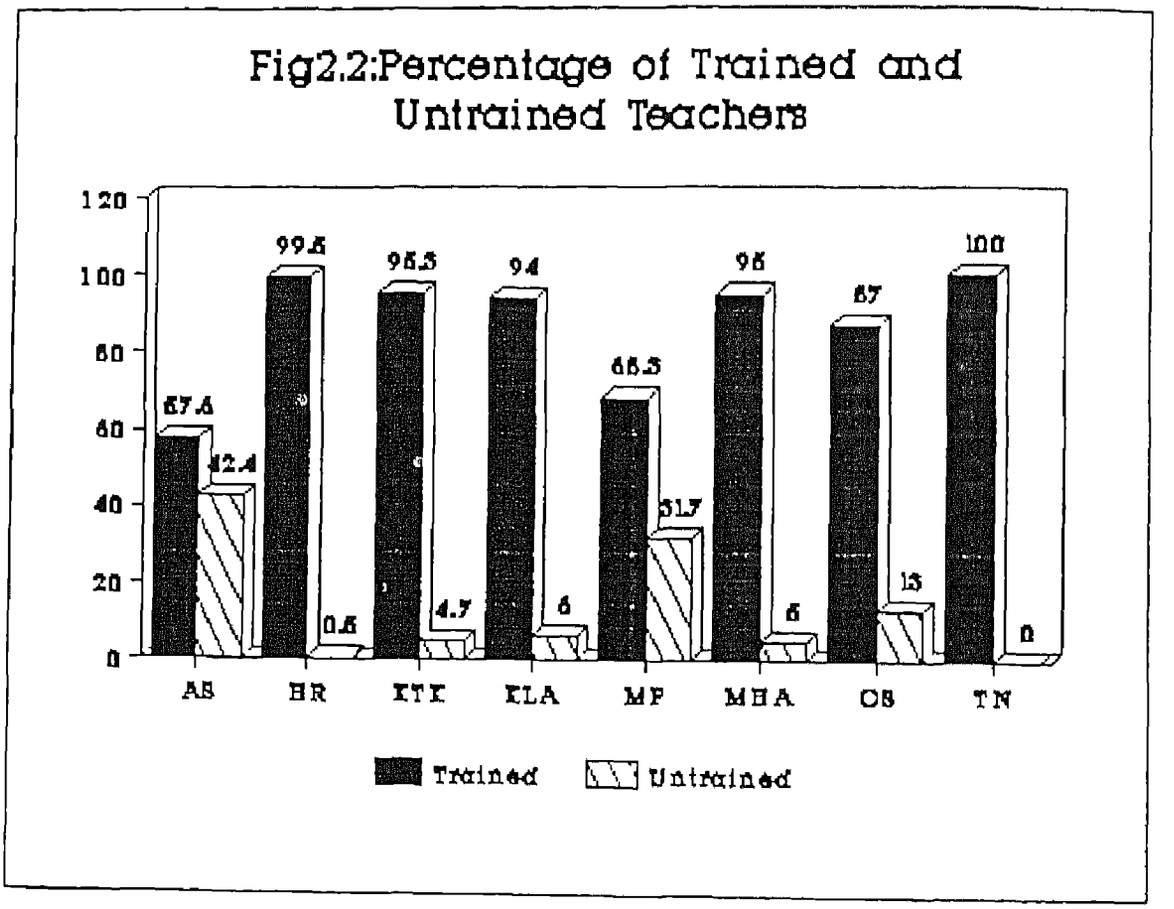
Table 2.6: Percentage of Trained and Untrained Teachers

State	Trained	Untrained
Assam	57 6	42 4
Haryana	99 5	0 5
Karnataka	95 3	4.7
Kerala	94 0	6 0
Madya Pradesh	68 3	31.7
Maharashtra	95.0	5 0
Orissa*	87 0	13.0
Tamil Nadu	100 0	-

**Based on field study*

In Tamil Nadu, all the teachers are trained In Haryana also, almost all teachers are trained In Assam, however, still there is no system of pre-service training Teachers are recruited without training and then after a certain period of service, they are deputed for initial training The result is that 42 4 per cent teachers continue to be untrained The absolute figure of 35,000 untrained teachers causes concern The policy needs immediate review and the **first step could be to utilise the existing training facilities for providing pre-service service training to the fresh entrants annually so that untrained teachers are not added. For clearing the backlog of untrained teachers, a custom built strategy needs to be worked out. The state may like to avail of the facility for providing primary teacher training through distance learning mode . The course has been developed by NCERT and Indira Gandhi Open University (IGNOU). It is to be offered from 1995. The state may like to enter into dialogue with IGNOU regarding translation of material in the regional languages and logistics. The states may encourage teachers through sponsorship and incentives.**

The percentage of untrained teachers in the states of Karnataka, Kerala and Maharashtra is around 5 The percentage is low, but the cause of concern is where these untrained teachers are placed. If they are in rural and difficult contexts, the state should clear the backlog of untrained teachers early through special measures Maharashtra does have a conventional correspondence-cum-contact programme for almost last one decade, but the backlog of untrained teachers still persists. **The course and strategy needs review not only from the point of view of numbers covered but also from the qualitative perspective. The percentage of trained and untrained teachers in different states has also been depicted through Fig.2.2.**



Another cause of concern is the conception that teachers above the age of 45 do not require initial training because of their long experience of teaching This premise is fragile because achievement of pupils is quite low due to poor quality of teaching despite experience and inservice training as is evidenced in baseline studies Many of these teachers are likely to be undermatric also **So teacher development activities should be planned for all teachers including those above 45.They should also be encouraged to avail of learning courses offered by the state or IGNOU.**

Institutional Capacity:

State Council of Educational Research and Training (SCERT)

The SCERT/SIEs are involved in curriculum development and training of staff of the DIETs and ETTIs At present SCERTs cater to the needs of the entire school stage The focus in DPEP is on the improvement of the quality of primary education through ensuring teacher quality There is no group in the SCERTs which address this task. One or two staff members who are associated with this work do not have the experience in teaching at the primary stage.

The SCERTs are not equipped for training teacher educators in DIETs and ETTIs. The recent focus on continuous inservice training to supplement improved initial training requires a group, totally devoted to this task. The SCERTs did not report a system of training need assessment (TNA) It is also important for the effectiveness of training and transfer of its effects to classroom practice. Teacher consultation emerged as a factor contributing to their willingness to participate in inservice training programme in the field study. The states should establish a group on primary education in SCERTs with the responsibility for curriculum development, training teachers and training of teacher educators Through National Technical Assistance programme the capacity of this group to design and execute curriculum and teacher development programmes in DIETs and subdistrict level institutions should be developed.

District Institutes of Education and Training (DIETs) & Elementary Teacher Training Institutes (ETTIs)

Each of the teacher training institution turns out 40 to 100 teachers every year The position regarding curriculum revision is not encouraging. Most of the states revised curriculum after the National Policy on Education (1986) between 1987 and 1993. It was reported that minimum levels of learning (MLLs) and multigrade teaching have been introduced in the syllabi The theory content is very high in Kerala (60%) followed by Maharashtra (55% in the first year and 60% in the second year) It is 40% in other states

The practice teaching is not in terms of time or blocks. Almost all the states are making provision for a particular number of lessons ranging from 20 lessons in Maharashtra to about 35 in Kerala The lessons observed during practice teaching also vary from 4 in Haryana to 25 in Kerala There is no system for internship in any of the states. The teachers do not receive full charge of the classroom or the school However, both SCERTs and the DIETs suggest internship period of 3 to 6 months In practice teaching experience in multigrade teaching is not provided In Haryana practice teaching is not provided in an intact class, but in part classes comprising about 20 children. It does not seem to be a healthy practice.

DIETs are not fully operational in states except at Dharmapuri in Tamil Nadu It was surprising that the DIET in Jind district had just two academic staff, but 12 supporting staff In Madhya Pradesh staff ranges from 5 to 8. In Kerala, only a faculty of 11 was in position DIET staffing is inadequate to meet the heavy demand of inservice training and providing guidance to the teacher centres or school clusters that are fast coming up

The coverage of inservice training programme was miserably low (1 2 to 6.7% in the DIETs of sampled districts in Madhya Pradesh) (Table 2 7).

Table 2.7: Teachers Trained by DIETs during 1992-93.

State	Name of the DIET	Total No. of Teachers in the District	Total No. of Teachers and Head Teachers Trained	% of Trained Teachers
HR	JIND	1736	Nil	Nil
KLA	WYN	2152	726	33 7
	MAM	18268	757	04 01
TN	KSH	6340	743	11 70
MP	BET	4621	308	6 7
	BPR	12914	148	01 20
	RTM	3336	239	07 20
	SEH	3716	222	06 00
	TKM	3345	271	08 10

It is about 10 percent or lower in other districts except in Wayanad in Kerala where the coverage was about one third of the teachers. With this rate all teachers cannot be covered even in five years The states will have to plan subdistrict infrastructure at the block and school cluster level for continuous school based inservice training

Library and its Utilization

There are some teacher training institutions which do not have even a single library book. The number of books in other institutions ranges from 2,000 to 15,000. The utilisation of the books, however, is low. Table2 8 shows the number of books, books issued to faculty and books issued to students.

In the Jind district of Haryana and Tikamgarh district of Madhya Pradesh, no books were issued to either faculty members or students during the 1992-93 session In other districts also the utilisation level was very low except in Bilaspur in Madhya Pradesh.

Table 2.8: Library Facilities and Utilization

ST	DT	ETTI/DIET	No. of Books	Issued to Faculty	Issued to Trainees
AS	KANG	BTC	1000	50	300
	DRG	BTC	2000	Nil	Nil
HR	JIND	DIET	Nil	Nil	Nil
	HSR	DIET	60	Nil	Nil
KLA	WYN	DIET	706	115	405
	MAM	DIET	329	40	75
MHA	AUD	GJCE	7500	100	100
	NAND	GJCE	14000	Nil	Nil
TN	KSH	DIET	1100	870	650
MP	BET	DIET	4500	125	728
	BPR	DIET	8016	645	1000
	RTM	DIET	15000	200	150
	SEH	DIET	6636	1100	352
	TKG	DIET	Nil	Nil	Nil
OS	GJP	GSTS	5200	90	230
	RYD	GSTS	9500	90	300

In Assam and Maharashtra the DIETs are not available in the project districts. In other states these are not fully operational a[illegible]is a cause for concern. The states which have not established DIETs in DPEP districts will have to take expeditious steps for establishing and making them functional It will take a couple of years for these states to make DIETs operational. As an interim measure these states should identify ETTIs and establish teacher training teams for undertaking the tasks envisaged in the district plans. The states in which DIETs are not fully operational should take steps to raise them to the optimum level with technical assistance from SCERT and national technical assistance group. These institutions should be provided the necessary equipment for inservice training and the capacity at the district level

Policy Implications

ASSAM

* Recruitment of untrained teachers should be stopped immediately
* State should enter into dialogue with the NCERT and the IGNOU for clearing backlog of untrained teachers through distance course being launched by IGNOU from 1995
* Preservice teacher education programme may be started at the earliest possible.
* Curriculum for preservice teacher education programme may be developed in collaboration with the NCERT.
* DIETs should be strengthened with human and material resources and be required to provide inservice training to primary teachers. State should develop a policy for inservice training of teachers
* Representation of female teachers need to be increased through suitable steps.
* State should review its policy of appointing teachers on adhoc basis in the light of teaching effectiveness of these teachers
* Undermatric teachers should be provided inservice training of suitable duration for their content upgradation.
* Suitable facilities and incentives should be provided to help teachers to improve upon their academic and professional qualifications
* BTC at Darang should take steps to ensure that library books are used by teachers and students

HARYANA

* Curriculum for preservice teacher education programme needs to be revised so as to realise objectives of District Primary Education Programme.
* Policy for inservice education of primary school teachers should be developed immediately.
* Since 80 per cent of primary school teachers are just matriculates, the state should provide immediately suitable inservice training to all these teachers for their content upgradation
* Mechanism for assessing systematically needs of primary school teachers should be evolved.
* DIET at Jind needs to be equipped immediately with human and material resources.

KERALA

* The supply of teachers outstrips the demand The state should take suitable steps to correct the imbalance.
* Effectiveness of curriculum transaction by private aided institutions needs to be studied systematically so as to improve the quality of teachers being turned-out by these institutions.
* State needs to enhance the qualification for admission into a teacher training institution from 10 years schooling to 12 years schooling with a view to improving the quality of instruction in primary/elementary schools

* Suitable policy with regard to initial posting of a teacher and thereafter his/her transfer from one school to another school needs to be developed.

* Suitable incentives to teachers working in difficult contexts should be provided to promote their performance in these settings.

* State may provide suitable housing facilities to teachers particularly females posted in difficult contexts

KARNATAKA

* Representation of female teachers in teaching force needs to be increased by encouraging more females to adopt teaching as a career

* The state should take suitable steps to correct the imbalance existing in supply and demand of primary school teachers either by closing down sub-standard unaided institutions or by reducing intake in primary/elementary teacher training institutions

* State should develop policy of initial posting of teachers

* Suitable facilities and incentives to primary school teachers should be provided to enable them to enhance their academic and professional qualifications

* Effectiveness of curriculum transaction in private unaided teacher training institutions needs to be studied. Suitable steps based on the findings of the study may be taken.

MADHYA PRADESH

* There is a large number of untrained teachers in the state. As such state should take immediate steps to provide initial training to these untrained teachers. State should enter into dialogue with the NCERT and IGNOU for clearing backlog of untrained teachers through distance course being launched by IGNOU from 1995

* The representation of females in the teaching force is very low i.e 24% The state should take suitable steps to encourage females to adopt teaching as a career

* Suitable policy with regard to intial posting of a teacher and thereafter his/her transfer form one school to another school needs to be developed.

* State should review preservice education curriculum and make necessary modifications to meet the needs of District Primary Education Programme

* DIETs in the state are illequiped in terms of human and material resources. As a result all the eleven branches in a DIETs are not functioning State should augument staff in DIETs and also improve the facilities for effectivie transaction of preservice teacher education curriculum and organization of inservice education programmes.

* State should formulate suitable policy of providing inservice training to the primary school teachers

* Facilites for inservice education of primary school teachers are woefully inadequate. State should create additional infrastructural facilities in this regard

* There are about 20,000 undermatric teachers in the state. State should provide suitable facilities for their content upgradation. They may also be encourged to improve upon their qualifaication through Open School

* Each DIET should take steps to cover atleast six hundred teachers every year

* DIET at Tikamgarh should ensure that library books are used by students and teachers.

MAHARASHTRA

* State should encourage more females to adopt teaching as a career as their representation in teaching force is at present about 25 per cent only.

* State should take suitable steps to correct the imbalance existing between supply and demand of teachers either by closing sub-standard unaided institution or by reducing intake in these institutions.

* Rate of failure in private aided/unaided institutions is very high Steps need to be taken to improve the transaction of curriculum in these private institutions.

* State should provided suitable incentives to teachers working in difficult contexts with a view to promoting their performance

* Teacher Training Institute in Nanded district should encourage staff and students to make use of library books

ORISSA

* No incentives are provided to teachers to work in difficult contexts-rural, remote and hill areas. State should provide suitable incentives to sustain teachers motivation for better performance in these contexts.

* Minimum qulification for the post of a primary teacher is matriculation with certificate in teaching The state should enchance the minimum qualification from 10 years of schooling to 12 years of schooling with a view to improving the quality of instruction in primary/ elementary schools

* State should formulate policy with regard to initial posting of primary school teachers.

* The state should revise the curriculum of preservice teacher education for primary/ elementary to make it more responsive to the needs of District Primary Education Programme

* Infrastructural facilities for providing inservice education are very limited as only 5 per cent of primary school teachers are being provided training every year. Additional facilities need to be created at Block and School Cluster levels to provide in-service training to teachers on a continuous basis. State should evolve suitable in-service training policy for teachers.

TAMIL NADU

* The supply of teachers outstrips the demand. Suitable steps are needed to correct the imbalance either by reducing intake or closing down sub-standard aided institutions.

* The effectiveness of curriculum transaction in private aided institutions needs to be studied systematically.

* Pre-service teacher education curriculum should be revised immediately in collaboration with the NCERT to realise the objectives of DPEP

* State should augument facilities for inservice education by creating infrastructure at block level/cluster level

SECTION -II

Focuses on sample characteristics, pre-service programme, facilities for in-service education, perceptions of teachers about social, economic and professional status and problems being faced by teachers in their schools.

Three
Sample Characteristics

Section II has been organised into four chapters Chapter three provides genderwise, categorywise and agewise distribution of teachers Teachers' qualifications and experience have also been profiled.

There is a wide variation in the representation of females in the sampled teachers Table 3 1 provides data in this regard. It is the highest in Mallapuram district of Kerala and Hissar district of

Table 3.1: Genderwise Distribution of Teachers

State	District	Male	Female
Assam	Karbi Anglong	61	39
	Darrang	79	23
Haryana	Jind	67	33
	Hissar	32	72
Karnataka	Raichur	64	36
	Belgaum	73	27
Kerala	Wayanad	50	50
	Mallappuram	28	72
Madhya Pradesh	Betul	57	43
	Bilaspur	81	19
	Ratlam	55	45
	Sehore	77	23
	Tikamgarh	79	21
Maharashtra	Aurangabad	68	32
	Nanded	85	15
Orissa	Gajapati	66	34
	Rayagada	91	09
Tamil Nadu	South Arcot	32	68
	Dharampuri	56	45

Haryana where 72 per cent of teachers were female while it was exactly 50 per cent in Wayanad. Representation of female teachers in South Arcot district of Tamil Nadu was also quite high. It was high in Mallapuram because of high literacy rate and higher level of education among females in Kerala. In Tamil Nadu and Haryana, it may be due to conscious policy of the state governments to encourage females to primary school teaching. Representation of female teachers was the lowest (9 per cent) in Rayagada district of Orissa In the districts Bilaspur in Madhya Pradesh and Nanded in Maharashtra, the representation was below 20 per cent. Forty five per cent teachers in Dhramapuri district of Tamil Nadu and Ratlam district of Madhya Pradesh were also female Only a quarter of teachers are female in Darang in Assam and Belgaum in Karnataka and Sehore and Tikamgarh in Madhya Pradesh. In the districts of Jind in Haryana, Aurangabad in Maharashtra, Raichur in Karnataka, Karbi Anglong in Assam and Gajapati in Orissa, the representation of female teachers was about one-third.

Representation of female teachers in primary schools should be increased in districts with low representation Strategies for attracting girls to the teaching profession and making recruitment rules more responsive to their representation in the teaching force should receive attention of the state governments It would ultimately help in improving girls' participation and reducing gender bias in schools

Socio-Cultural Groups of Teachers

Research indicates that teachers convey hidden curriculum based on their belongingness to particular class, race, and other socio-cultural groups(Jangira, 1994) In this country, teachers are categorised according to the caste (SC/OBC) and cultural group (ST) .

Table 3.2 provides percentage of different groups as per 1991 Census and the percentage of sampled teachers belonging to different groups in each district.

The representation of teachers belonging to Scheduled Caste was much less than their population proportion in the districts of Jind (2.8 per cent), Hissar (3 0 per cent), Ratlam(" 0 per cent), Sehor(8 0 per cent) and South Arcot (5.0 per cent). In other districts also, it was lower except in the case of Darang in Assam and Betul in Madhya Pradesh. Similarly, representation of ST's was lower than their population proportion in all the districts except in Karbi Anglong in Assam, Nanded in Maharashtra, Tikamgarh in Madhya Pradesh and Dharmapuri in Tamil Nadu The population proportion of SC and ST is not available for the districts Gajapati and Rayagada of Orissa in 1991 Census as these districts have been created recently In the same way the representation of teachers belonging to OBC in relation to their population cannot be determined as their population proportion figures are not available in 1991 Census. The percentage varied from the low of 8 7 per cent in Jind to 65 3 per cent in Dharamapuri in Tamil Nadu. Teachers included in other castes were Jaats, Brahmins,Nairs, etc

The representation of teachers belonging to SC/ST needs to be improved. The adverse ratio particularly for ST is due to inadequate level of education among these groups So far as SCs are concerned, the education level is improving. The states will have to take steps for improving representation of these sub-groups in the teaching force.

Table 3 2. Distribution of Teachers Belonging to Different Categories

State	District	% of SC Population (1991 Census)	% of SC Teachers Employed	% of ST Population (1991 Census)	% of ST Teachers Employed	% of OBC teachers	% of Others
Assam	Karbi Anglong	04 20	05 00	51 60	75 00	11 00	09 00
	Darang	05 00	07 80	17 30	15 70	11 80	64 70
Haryana	Jind	19 60	02 80	-	-	08.70	88 50
	Hissar	23.20	03 00	-	-	09.00	88 00
Karnataka	Raichur	17 20	13 00	07 80	01 00	25 00	61 00
	Belgaum	11 40	26 00	02 30	-	16 00	58 00
Kerala	Wayanad	04 10	05 00	17 10	01 00	40 00	54 00
	Mallappuram	07 60	04 00	00 32	-	48 00	48 00
Maharashtra	Aurangabad	13 80	10 00	03 80	08 00	25 00	57 00
	Nanded	18 10	16.00	11 80	13 00	35 00	36 00
Tamil Nadu	South Arcot	27 10	05 00	01 20	-	65 00	30 00
	Dharmapuri	14.30	11.90	02 00	04 00	65 30	18 80
Orissa	Gajapati	N A	10 00	N A	05 00	11 00	74 00
	Rayagada	N. A	08 00	N A	09 00	19 00	64 00
Madhya Pradesh	Betul	10 79	11 00	37 51	05 00	58 00	26 00
	Bilaspur	18 12	14 00	23 02	09 00	38 00	39 00
	Ratlam	13 72	07 00	23 20	04 00	18 00	71 00
	Sehore	20 30	08 00	10 18	07 00	44 00	41 00
	Tikamgarh	22 75	17 00	04.13	05 00	28 00	50 00

Age Profile of Teachers

Age profile varied among males and females as well as in rural and urban areas from district to district More than half of the sampled teachers were of 45 years and above. (Table 3.3 and 3.4) Agewise percentage of male and female teachers is given in Table 3.3 and locationwise percentage of teachers is in Table 3 4

Table 3 3· Distribution of Teachers According to Gender and Age

State	District	Gender	Below 25	25-29	30-34	35-44	45 and above
Assam	Karbi Anglong	Male	11.50	18 00	16.40	29.50	24 60
		Female	12 80	33.30	20 50	30 80	02 60
	Darang	Male	10 10	07.60	13.90	39.20	29 20
		Female	-	04.40	13.00	47.80	34.80
Haryana	Jind	Male	01 50	01 50	01.50	29.90	65 60
		Female	06 10	09.10	09 00	48 50	27 30
	Hissar	Male	03.10	06.30	15.60	25.00	50.00
		Female	01.40	05.60	20.80	54.20	18.00
Karnataka	Raichur	Male	03.10	23.40	18.80	20.30	34 40
		Female	11 10	08 30	30.60	36 10	13.90
	Belgaum	Male	01.40	05.50	09.60	27 40	56.10
		Female	-	-	22 20	29.60	48.20
Kerala	Wayanad	Male	14 00	30.00	22 00	16 00	18.00
		Female	06 00	30 00	34.00	18.00	12.00
	Mallappuram	Male	07.10	10 80	21.40	14.30	46.40
		Female	13 90	15.30	16.70	33.30	20.80
Maharashtra	Aurangabad	Male	07.50	02.90	02 90	08 80	77 90
		Female	28 10	09 40	09.40	25.00	28 10
	Nanded	Male	22 40	24 70	07 10	12.90	32 90
		Female	06.50	20 00	06.70	20 00	46.80
Tamil Nadu	South Arcot	Male	-	-	03.10	06 30	90 60
		Female	11 80	14 70	01 50	11 80	60 20
	Dharmapuri	Male	-	01 80	01 80	07 10	89.30
		Female	06 70	24 40	15.60	28 90	24.40

Table3.3 : Distribution of Teachers by Gender & Age (Continued)

State	District	Gender	Below 25	25-29	30-34	35-44	45 and Above
Orissa	Gajapati	Male	01 50	22 70	21 20	18 20	36.40
		Female	02 90	47.20	23.50	17 60	08 80
	Rayagada	Male	02 20	11.00	36 30	38.50	12.00
		Female	11.00	22 20	44 20	11.50	11.10
Madhya Pradesh	Betul	Male	05.30	10 50	08.80	17 50	57 90
		Female	-	14 00	14.00	34 90	37.10
	Bilaspur	Male	09 90	09 90	16.00	17 30	46.90
		Female	10 50	31.60	05.30	21 00	31.60
	Ratlam	Male	-	07.30	12 70	14 50	65 50
		Female	-	04 40	22.20	22.20	51 20
	Sehore	Male	02.60	09.10	23.40	22.00	42.90
		Female	-	08.70	26 10	47.80	17 40
	Tikamgarh	Male	02 50	08.90	24.10	34.10	30 40
		Female	-	38 10	23 80	28.60	09.50

Table 3 4 Locationwise Distribution of Teachers by Age

State	District	Location	Below 25	25-29	30-34	35-44	45 and above
Assam	Karbi Anglong	Rural	13 30	24 40	18 90	25 60	17 80
		Urban	-	20 00	10 00	70 00	-
	Darang	Rural	08 70	07 60	15 20	41 30	27 20
		Urban	-	-	-	40 00	60 00
Haryana	Jind	Rural	02.50	03.80	03 80	36.70	53 20
		Urban	04 80	04 80	04 80	33.20	52 40
	Hissar	Rural	02 50	03 80	22.80	49.40	21.50
		Urban	-	12.00	08.00	32 00	48 00
Karnataka	Raichur	Rural	07.60	21 50	24.10	21 50	25 30
		Urban	-	04.80	19 00	42 90	33.30
	Belgaum	Rural	01.30	05 30	10 50	25.00	57.90
		Urban	-	-	20 80	37 50	41 70
Kerala	Wayanad	Rural	10 30	29 90	26.80	17 50	15.50
		Urban	-	33.30	66 70	-	-
	Mallap-puram	Rural	09 80	14 30	19 80	30.80	25.30
		Urban	33 30	11 10	-	-	55.60
Maha-rashtra	Auranga-bad	Rural	07.00	02 80	02.90	07 00	80 30
		Urban	31 00	10 30	10 30	31 00	17.40
	Nanded	Rural	23 10	25 60	09.00	10 30	32.00
		Urban	09.10	18 20	-	27.30	45.40
Tamil Nadu	South Arcot	Rural	09 30	10.50	02 30	09 30	68.60
		Urban	-	07 10	-	14 30	78 60
	Dharma-puri	Rural	03 30	13 20	07.70	16.50	59 30
		Urban	-	-	10 00	20 00	70 00

Table 3.4 : Locationwise Distribution of Techers by Age (Continued)

State	District	Location	Below 25	25-29	30-34	35-44	45 and Above
Orissa	Gajapati	Rural	02.40	35 30	21 20	14.10	27 00
		Urban	-	06.60	26.7	40.00	26 70
	Rayagada	Rural	02.20	11 20	39 30	33.70	13.60
		Urban	09.10	18 20	18.20	54.50	-
Madhya Pradesh	Betul	Rural	03 60	13.40	11.00	23.20	48.80
		Urban	-	05.60	11.10	33.30	50.00
	Bilaspur	Rural	12.00	12.00	15.70	13.30	47.00
		Urban	-	23.50	05.70	41 40	29.40
	Ratlam	Rural	-	08.80	25.00	19.10	47.10
		Urban	-	-	-	15.60	84.40
	Sehor	Rural	02.40	09.80	24.40	25.60	37.80
		Urban	-	05.60	22.20	38.90	33.30
	Tikamgarh	Rural	02.50	13.60	25.90	33.30	24.70
		Urban	-	21.10	15 80	31.60	31.50

Educational Qualifications

The minimum qualifications for the post of a primary teacher is matriculation (ten years of schooling) in the state of Assam, Kerala and Orissa It is senior secondary (+2) in rest of the states. Table 3 5 provides data regarding distribution of male and female teachers in this regard

3 5. Genderwise Distribution of Teachers According to Educational Qualification

State	District	Gender	Eight	Matric-ulation	Sr Second-ary	Gradu-ation	Post Gradu-ation	Ph D
Assam	Karbi Anglong	Male	39 30	57 40	03 30	-	-	-
		Female	66.70	23 00	10.30	-	-	-
	Darang	Male	12.70	64.50	19.00	03.80	-	-
		Female	17.40	65 20	17.40	-	-	-
Haryana	Jind	Male	-	76 10	17.90	04 50	01.50	-
		Female	-	60.60	21.00	12 10	06 30	-
	Hissar	Male	-	71.90	21.90	03.10	03 10	-
		Female	-	59.70	25.00	12 50	02.80	-
Karnataka	Raichur	Male	-	53.10	20 30	21.90	04.70	-
		Female	-	52 80	22.20	22.20	02 80	-
	Belgaum	Male	04.00	60 30	11.00	19 20	05.50	-
		Female	03.70	81.50	07 40	03.70	03 70	-
Kerala	Wayanad	Male	04.00	34.00	28 00	28.00	06.00	-
		Female	-	28.00	48.00	24.00	-	-
	Mallap-puram	Male	14.30	39 30	21 40	25.40	-	-
		Female	-	47.20	33.30	15.30	04.20	-
Maha-rashtra	Auranga-bad	Male	11.80	76.50	01 50	10.20	-	-
		Female	-	68.80	-	28.10	03 10	-
	Nanded	Male	07.10	61.20	11 70	18 80	01 20	-
		Female	-	73.30	13.30	06 70	06.70	-
Tamil Nadu	South Arcot	Male	09.40	78.10	09 40	03 10	-	-
		Female	26.50	47.00	16 20	08.80	01.50	-
	Dharma-puri	Male	05.40	78.60	07.00	03.60	05.40	-
		Female	04.40	53.30	28.90	08 90	04.50	-

Table 3.5: Genderwise Distribution of Teachers According to Educational Qualification(Continued)

State	District	Gender	Eight	Matri-culat-ion	Senior Secondary	Gradu-ation	Post Gradu-ation	Ph.D
Orissa	Gajapati	Male	31 80	27 30	09.10	28.80	03.00	-
		Female	05 90	32.4	11.80	47 00	02.90	-
	Rayagada	Male	05 50	56 00	15.40	17.60	05 50	-
		Female	11.20	33 30	22 20	33 30	-	-
Madhya Pradesh	Betul	Male	15 80	29.80	17.50	21.10	15.80	-
		Female	04 70	32 60	02.30	37.20	23 20	-
	Bilaspur	Male	09.80	34 60	27 20	19.80	08.60	-
		Female	05 30	21 10	26 30	10.50	36.80	-
	Ratlam	Male	-	05 50	29 10	43 60	21 80	-
		Female	02.20	08 90	37 80	31 10	20 00	-
	Sehore	Male	-	07.80	46 70	41.60	03 90	-
		Female	-	-	52.20	34 80	13.00	-
	Tikamgarh	Male	01.30	12 70	39 20	32.90	13 90	-
		Female	-	04 80	33 30	42 90	19 00	-

The highest percentage of 8 class pass teachers was in the district of Karbi Anglong in Assam followed by in the districts of Gajapati in Orissa, South Arcot in Tamil Nadu and Darang in Assam Further in these districts, higher percentage of 8 class pass teachers were female. However, in the districts of Wayanad and Mallapuram in Kerala, Gajapati in Orissa, Aurangabad and Nanded in Maharashtra, all the 8 class pass teachers were male only. No 8 class pass teachers were reported from Jind and Hissar districts of Haryana and Raichur district in Karnataka

All these 8 class pass teachers are underqualified In view of revision of the curriculum at primary stage, these underqualified teachers may not be able to transact curriculum effectively. States will have to take immediate steps to upgrade their subject competencies in different subjects through effective in-service training programmes as suggested in the section on policy

Majority of the teachers in all the districts except Karbi Anglong, Wayanad, Ratlam and Sehore were matriculates These teachers too need to be provided in-service training for their content up- gradation Covering such a large number of teachers in near future through face to face modality does not seem to be feasible task The states will have to encourage these teachers to acquire certificate of 12 years schooling through Open School.

Table 3 6 provides data regarding qualifications of teachers working in rural/urban areas. Among the 8 class pass teachers, more teachers are in rural areas. In the districts of Belgaum, Wayanad, Mallapuram, Aurangabad, Nanded, and Dharamapuri, 8 class pass teachers were only in rural area. In Darang district too, more 8 class pass teachers were in the rural area. In order to improve the quality of instruction, the policy to encourage qualified teachers going to rural schools and simultaneous upgradation of subject and teaching competencies will have to be worked out by the state.

Professional Qualification

Highest percentage of untrained teachers were in Karbi Anglong (61 per cent) followed by Bilaspur(23 per cent) in Madhya Pradesh,Darang (19.5 per cent) in Assam,Tikamgarh (15%) and Sehore (14%) in Madhya Pradesh, Raygada(13 per cent) in Orissa, Nanded (11 per cent) in Maharashtra and Mallapuram (9 .0 per cent) in Kerala(Table 3.7) All these teachers except those who are on the verge of retirement need to be encouraged to take the course being offered by the Indira Gandhi National Open University (IGNOU) as suggested in section-I

Teaching Experience

The percentage of teachers having experience of more than 20 years varied from district to district. It was very high in the districts of Aurangabad (65%) followed by South Arcot (58%),Belgaum(57%), Dharmapuri(55.5%), Jind (55.0%) and Ratlam (53.0%) (Table 3.8). It was the lowest in Karbi-Anglong Highest percentage of teachers with less than 5 years experience was in the districts of Nanded (47%) followed by Karbi Anglong (41%). The percentage of teachers having teaching experience of 11 to 15 years was low Twenty seven per cent teachers in the age group were in the district of Rayagada, followed by 22 per cent in Raichur and Tikamgarh, 19 per cent in Bilaspur, 16 per cent in Mallappuram, Betul and Ratlam, 15 per cent in Belgaum and 14 per cent in Hissar and Gajapati

Table 3 6 Locationwise Distribution of Teachers According to Educational Qualification

State	District	Location	Eight	Matric-ulation	Sr. Second-ary	Gradu-ation	Post Gradu-ation	Ph.D
Assam	Karbi Anglong	Rural	47 80	45 60	06 60	-	-	-
		Urban	70 00	30 00	-	-	-	-
	Darang	Rural	14 10	63 00	19.60	03.30	-	-
		Urban	10 00	80 00	10 00	-	-	-
Haryana	Jind	Rural	-	72 20	17.00	05.00	03 80	-
		Urban	-	66 70	19.00	14.30	-	-
	Hissar	Rural	-	71 90	21 90	03.10	03.10	-
		Urban	-	59 70	25 00	12.50	02.80	-
Karnataka	Raichur	Rural	-	53 10	20 30	21 90	04.70	-
		Urban	-	52.80	22.20	22.20	02.80	-
	Belgaum	Rural	05 30	65 80	10 50	13.20	05 20	-
		Urban	-	66.70	08.30	20 80	04.20	--
Kerala	Wayanad	Rural	02 10	32.00	38.10	24 70	03.10	-
		Urban	-	-	33.30	66.70	-	-
	Mallap-puram	Rural	04 40	42 90	29.70	19.80	03.20	-
		Urban	-	66 70	33 30	-	-	-
Maha-rashtra	Auranga-bad	Rural	11.30	81 70	-	07 00	-	-
		Urban	-	55.30	03.40	37 90	03.40	-
	Nanded	Rural	07 70	62.80	09 00	20.50	-	-
		Urban	-	63 60	22.00	04.50	09.80	-
Tamil Nadu	South Arcot	Rural	19.80	59.20	14.00	07 00	-	-
		Urban	28.60	42.90	14.30	07 10	07.10	-
	Dharma-puri	Rural	05.00	65.90	17.60	06.60	04.40	-
		Urban	-	80 00	10.00	-	10.00	-

Tabel 3.6 : Loctionwise Distribution of Teachers According to Educational Qualification (Continued)

State	District	Location	Eight	Matriculation	Senior Secondary	Graduation	Post Graduation	Ph D
Orissa	Gajapati	Rural	23.50	28.20	08.20	36 50	03 60	-
		Urban	20 00	33.30	20.00	26 70	-	-
	Rayagada	Rural	06.70	58 40	16.90	14.60	03.40	-
		Urban	-	18 20	09.10	54 50	18.20	-
Madhya Pradesh	Betul	Rural	12 20	26 80	12.21	28 00	20.70	-
		Urban	05.60	50.00	05.60	27 80	11 00	-
	Bilaspur	Rural	10.80	36.00	26.50	18.20	08.40	-
		Urban	-	11.80	29 40	17 60	41.20	-
	Ratlam	Rural	-	04.40	36.80	39.70	19.10	-
		Urban	03.10	12.50	25 00	34.40	25 00	-
	Sehore	Rural	-	07.30	47.60	40.20	04.90	-
		Urban	-	-	50.00	38.90	11.10	-
	Tikamgarh	Rural	01 20	08 60	43.30	30.90	16.00	-
		Urban	-	21 10	15.80	52.60	10 50	-

Table 3.7: Distribution of Teachers According to Professional Qualification

State	District	Untrained	JBT/JBC	B.Ed or Equivalent	M.Ed and Above
Assam	Karbi Anglong	61.00	39.00	-	-
	Darang	19 50	79.50	01 00	-
Haryana	Jind	-	93.00	06.00	01.00
	Hissar	01.00	95.20	03.80	-
Karnataka	Raichur	03 00	92.00	05.00	-
	Belgaum	05 00	88.00	06.00	01 00
Kerala	Wayanad	02.00	84.00	14 00	-
	Mallappuram	09 00	70.00	21 00	-
Maharashtra	Aurangabad	01 00	94.00	05 00	-
	Nanded	11 00	88.00	01.00	-
Tamil Nadu	South Arcot	01 00	93.00	05.00	01 00
	Dharmapuri	-	95.00	01.00	04.00
Orissa	Gajapati	03 00	67.00	29.00	01.00
	Rayagada	13 00	69 00	18 00	--
Madhya Pradesh	Betul	09 00	77 00	14 00	--
	Bilaspur	23.00	73.00	02 00	02 00
	Ratlam	10 00	63 00	27 00	--
	Sehore	14 00	75 00	11 00	--
	Tikamgarh	15.00	69 00	12 00	04.00

Table 3 8 Teachers According to Experience of Teaching

State	District	Less than 5 years	5-10 years	11-15 years	16-20 years	More than 20 years
Assam	Karbi Anglong	41.00	30 00	11.00	06 00	12 00
	Darang	27 40	16 70	09 80	18.90	27.50
Haryana	Jind	06 00	15 00	10.00	14.00	55.00
	Hissar	07.70	40.00	14.40	04.80	32.70
Karnataka	Raichur	24 00	18 00	22.00	10.00	26.00
	Belgaum	04.00	15.00	15 00	09.00	57 00
Kerala	Wayanad	42 00	28 00	10 00	05 00	15 00
	Mallappuram	21 00	22.00	16.00	12.00	29 00
Maharashtra	Aurangabad	20.00	09.00	05.00	01 00	65.00
	Nanded	47.00	15.00	02.00	06.00	30.00
Tamil Nadu	South Arcot	13.00	16.00	08.00	05.00	58.00
	Dharmapuri	14.80	19.80	04.00	05.90	55.50
Orissa	Gajapati	24.00	21.00	14.00	11 00	30.00
	Rayagada	08.00	31.00	27.00	10 00	24 00
Madhya Pradesh	Betul	06.00	16 00	16.00	13.00	49.00
	Bilaspur	14 00	13.00	19.00	03 00	51.00
	Ratlam	01 00	21.00	16.00	09.00	53 00
	Sehore	05 00	29.00	15.00	07.00	44 00
	Tikamgarh	07 00	29.00	22.00	12 00	30.00

Four
Pre-service and Inservice Training

Pre-service (Initial)Training

Pre-service training is not a condition for entry into teaching profession in the state of Assam Teachers are appointed first and deputed for initial training by seniority later in due course of time In other states, pre-service training is essential for entry into the teaching profession Teachers were asked about their satisfaction with the pre-service training they had undergone. They were also required to mention the aspects of pre-service training which they considered unsatisfactory.

Satisfaction with Initial Training

About one-third of teachers in Haryana felt dissatisfied with the initial training. (Table 4.1) Nearly half of the teachers in Wayanad district of Kerala found initial training unsatisfactory

Table 4.1 Percentage of Teachers Unsatisfied with the Pre-service Training

State	District	Teachers Unsatisfied
Assam	Karbi Anglong	No PreService Training
	Darang	No PreService Training
Haryana	Jind	30 00
	Hissar	28 80
Karnataka	Raichur	01 10
	Belgaum	-
Kerala	Wayanad	48 00
	Mallappuram	30.00
Maharashtra	Aurangabad	02.00
	Nanded	08 00
Tamil Nadu	South Arcot	04 00
	Dharmapuri	-
Orissa	Gajapati	--
	Rayagada	04 00
Madhya Pradesh	Betul	08 00
	Bilaspur	01 00
	Ratlam	05 00
	Sehore	03 00
	Tikamgarh	02 00

while 30 per cent of the teachers in Mallappuram considered it unsatisfactory. In Karnataka, Tamil Nadu, Madhaya Pradesh, Orissa and Maharashtra very few teachers considered pre-service training unsatisfactory.

The teachers also expressed their opinion about different aspects of training. (Table 4.2) In Haryana, out of the total teachers unsatisfied with the pre-service training programme, nearly half of the teachers reported field and practical work unsatisfactory About one-third of them considered practice teaching unsatisfactory. In Jind, forty percent of the teachers were unsatisfied with the quality of teaching staff. More than 50 per cent teachers considered library and audio-visual equipment inadequate Surprisingly, only about a quarter of teachers in Jind and Hissar districts of Haryana felt dissatisfied with teaching of theory course It might be due to more time and resources devoted to teaching of theory Although textbooks are not prescribed, but more than a quarter of teachers considered text-books to be of low quality It might be because of non availability of quality text-books in Hindi.

In Kerala, there was an overall dissatisfaction with all the areas. Nearly two-third of the teachers reported library and audio-visual equipment inadequate. It was followed by dissatisfaction with field work, practice teaching and teaching of theory. About one-third considered quality of teaching staff wanting In Maharashtra, a similar trend was discernible. About 96 per cent of the teachers in Jind district in Haryana reported that teachers were very careless In Madhya Pradesh most of the teachers were dissatisfied with teaching of theory.

Members of SCERT faculty in different states were also asked to make suggestions to make the pre-service teacher education curriculum more realistic. They suggested that improvement in practice teaching programme, sensitization of student teachers with regard to Minimum Levels of Learning to be attained by pupils in different subjects, demonstration lessons by teachers are the areas which need attention to improve the quality of initial training programme. They further suggested that suitable changes in the curriculum need to be made to attain the goal of UPE.

Table 4.2: Unsatisfactory Aspects of Initial Training

State	District	Teaching of Theory	Practice Teaching	Field/ Practical Work	Quality of Teaching Staff	Quality of Textbook	Library, Audio-Visual Equipment	Others
Assam	Karbi Anglong	-	-	-	-	-	-	-
	Darang	-	-	-	-	-	-	-
Haryana	Jind	(8) 26 70	(10) 33 30	(14) 46 70	(12) 40 00	(7) 23 30	(20) 66 70	(29) 96 70
	Hissar	(6) 20 00	(11) 36.70	(13) 43 30	(6) 20 00	(9) 30 00	(14) 50 00	(3) 10 00
Karnataka	Raichur	(1) 100.0	-	(1) 100 0	(1) 100 0	-	(1) 100 0	-
	Belgaum	-	-	-	-	-	-	-
Kerala	Wayanad	(20) 41 70	(14) 29 20	(24) 50 00	(15) 31 30	(24) 50.00	(33) 68 80	(17) 35.40
	Mallappuram	(13) 43 30	(16) 53 30	(13) 43.30	(12) 40 00	(13) 43 30	(22) 73.30	(10) 33 30
Maharashtra	Aurangabad	-	-	(1) 50.00	(1) 50.00	(1) 50 00	-	(1) 50 00
	Nanded	(4) 50 00	(4) 50 00	(3) 37 50	(4) 50 00	(3) 37 50	(4) 75.00	(5) 62 50
Tamil Nadu	South Arcot	-	(1) 25 00	(3) 75 00	-	-	(1) 25.00	-
	Dharmapuri	-	-	-	-	-	-	-
Orissa	Gajapati	--	--	--	--	--	--	--
	Rayagada	(2) 50.00	(2) 50 00	--	(2) 50.00	(1) 25 00	(1) 25 00	(2) 50.00
Madhya Padesh	Betul	(1) 12 50	(4) 50 00	(4) 50 00	(1) 12 50	(3) 37 50	(3) 37 50	(5) 62 50
	Bilaspur	--	--	--	--	--	(1) 100 00	--
	Ratlam	(5) 100 0	(2) 40 00	(2) 40 00	(4) 80.00	(2) 40 00	(1) 20 00	(2) 40 00
	Sehore	(2) 66 70	(2) 66 70	(2) 100 00	(1) 33 30	--	(2) 66.70	(2) 66 70
	Tikamgarh	(2) 100 00	(1) 50 00	--	--	(1) 50 00	--	--

Figures given in the parentheses indicate number of teachers

Inservice Training

Teachers provided information regarding participation in in-service training programmes, duration of the training programmes and institutions and agencies which conducted the programmes. Themes of in-service training programmes were also listed. They also indicated the reasons for not making use of inservice training in classroom practice

Participation

Table 4 3 provides data regarding participation of teachers in in-service training programmes It has also been depicted through Fig 4.1.

Table 4 3: Participation in In-Service Training Programme During the Last Five Years

State	District	% of Teachers	Duration		
			1-7 days	8-15 days	16-30 days
Assam	Karbi Anglong	12 00	41.70	58.30	-
	Darang	48.00	24.50	75.50	-
Haryana	Jind	47 00	53.20	44.70	02.10
	Hissar	46 20	31.20	39.60	29.20
Karnataka	Raichur	84 00	67.90	29.80	02.30
	Belguam	37.00	32 40	67 60	-
Kerala	Wayanad	82.00	34.10	36.60	29.30
	Mallappurani	41 00	24.40	63.40	12.20
Maharashtra	Aurangabad	65.00	15.40	63.10	21.50
	Nanded	41.00	21.90	41 50	36.60
Tamil Nadu	South Arcot	58 00	62.00	31.00	07.00
	Dharmapuri	78.00	44.90	55.10	-
Orissa	Gajapati	37 00	21.60	73.00	05.40
	Rayagada	26 00	11.50	73.10	15.40
Madhya Pradesh	Betul	49.00	08.20	87.80	04.00
	Bilaspur	36.00	47 20	44.40	08.40
	Ratlam	47.00	10.60	61.70	27 70
	Sehore	69.00	15.90	66 70	17.40
	Tikamgarh	67 00	17.90	80.60	01.50

Fig.4.1: Participation in In-service Training Programmes

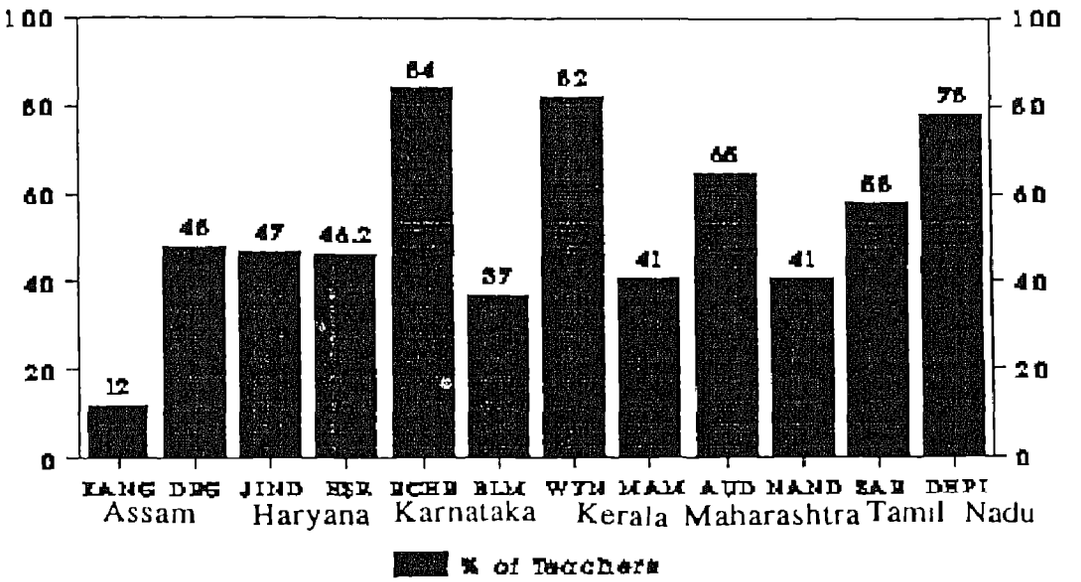
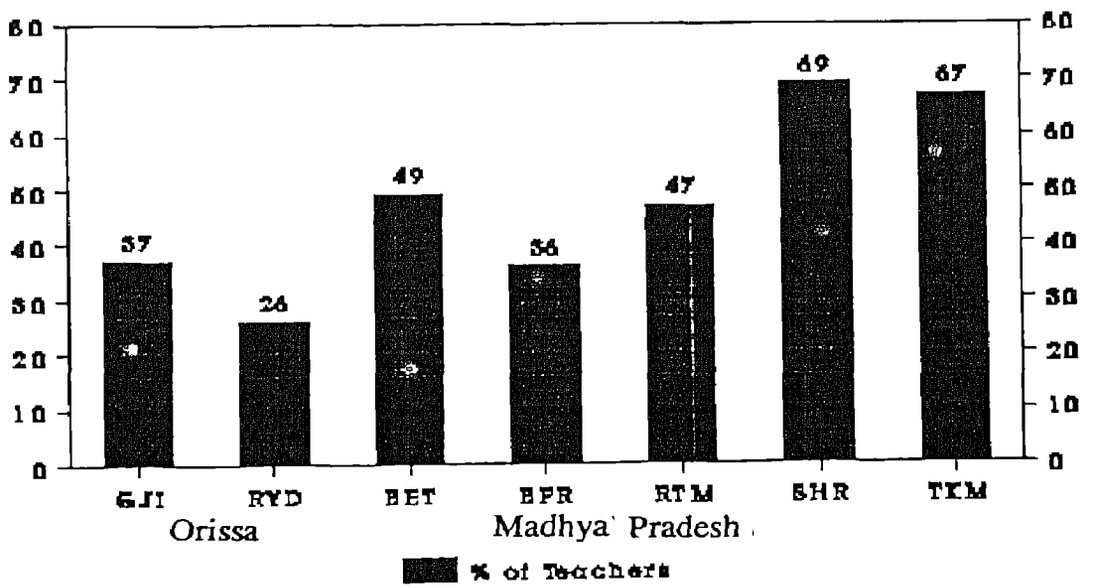


Fig.4.1: Participation in In-service Training Programmes(continued)



As low as 12 per cent primary school teachers received in-service training during the last five years in Karbi-Anglong district of Assam The maximum percentage of teachers (nearing 80 per cent) was in Raichur in Karnataka, Wayanad in Kerala, Dharampuri in Tamil Nadu and Sehore and Tikamgarh in Madhya Pradesh Nearly, half of the teachers received in-service training in Jind and Hissar districts of Haryana and Betul and Ratlam districts of Madhaya Pradesh. Forty one per cent of teachers were covered in Mallappuram district in Kerala and Nanded district in Maharashtra

The lower coverage in in-service training programmes in the districts is due to inadequate infrastructural facilities, inadequate allotments of funds and the absence of a conscious policy at the district level to cover all teachers. In fact, ETTIs do not have the obligation to provide in-service training which is that of DIETs. Even when DIETs function fully, it is not possible to cover all teachers in the district. Study of institutions reveals that most of the DIETs provided in-service training to less than 10% of Primary school teachers during the last one year. There is practically no infrastructure at the sub district level In Madhya Pradesh teacher centres are being established on an experimental basis The districts will have to develop adequate infrastructure at subdistrict level (block, school cluster, etc).

Two-third of the courses were 8 to 15 days of duration in the districts of Darang in Assam, Belgaum in Karnataka, Mallappuram in Kerala, Aurangabad in Maharashtra, Gajapati and Rayagada in Orissa and Betul, Tikamgarh and Sehore in Madhya Pradesh. About half of the teachers received in-service training of this duration (Table 4 3). More than half of teachers in Jind in Haryana, Darang in Assam and South Arcot in Tamil Nadu received one week training. Teachers receiving more than two weeks training was the highest in Nanded in Maharashtra followed by Wayanad in Kerala and Hissar in Haryana. But these programmes were mostly a single short affair with little follow up The impact of such training on classroom practice is doubtful. Recurrent in-service training with school based staff development support has been found to contribute to school effectiveness and improved learning achivement as demonstrated by Jangira (1994) and Joyce and Showers (1988)

More than half of the teachers received in-service training at block level in the districts of Raichur, Belgaum, Aurangabad, Nanded and Gajapati. Percentage of teachers who received training at the district level is very significant (Table 4.4). This demonstrates that the infrastructure recently created by the MHRD at the district level for in-service training is yielding results. Very few teachers received training at the school complex level.

Content of Training

Most of the themes covered in the training programmes refer to the content of school subjects and teaching methods (Table 4.5). Multigrade teaching was reported by a few teachers in Haryana and Maharashtra. In other states, it was not covered despite the fact that nearly one-third schools had multigrade teaching. Number of teachers reporting preparation and use of improvised teaching aids was also very low. Other areas of in-service training programmes include National Policy on Education (1986), Programme of Mass Orientation of Teachers (PMOST), general training. etc.

Table 4 4. Agencies which Organised In-Service Training Programmes

State	District	% of Teachers Trained	Agency		
			School Complex	Block	District
Assam	Karbi Anglong	12 00	-	-	25 00
	Darang	48.00	-	04 10	40 80
Haryana	Jind	47.00	02.10	14 90	19 20
	Hissar	46 20	02 00	08 30	22 90
Karnataka	Raichur	84 00	07 10	65 50	21 40
	Belguam	37 00	02 70	78 30	16 20
Kerala	Wayanad	82 00	-	07 30	70 70
	Mallappuram	41 00	04 80	-	31.70
Maharashtra	Aurangabad	65 00	20 00	60 00	20.00
	Nanded	41 00	02 40	53.70	41 50
Tamil Nadu	South Arcot	58.00	01 70	15.50	29.30
	Dharmapuri	78.00	29 50	21.80	44.90
Orissa	Gajapati	37 00	18 90	32.40	08.10
	Rayagada	26.00	03 80	03.80	30.80
Madhya Padesh	Betul	49 00	04 10	26.50	69.40
	Bilaspur	36 00	08 40	30 60	58.30
	Ratlam	47 00	10 60	06 40	80.80
	Sehore	69 00	02.90	14 50	79 70
	Tikamgarh	67.00	19 40	20.90	59 70

Table 4.5: Themes in which Teachers Received In-Service Training During Last Five Years

Area	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
	Karbi Anglong	Darang	Jind	Hissar	Raichur	Belgaum	Waya-nad	Malla-puram	Auran-gabad	Nanded	South Arcot	Dhar-mapuri
Content of School Subjects	41 70	55 50	27 70	39 60	33 30	05 40	03 60	09 80	38 40	48 70	12 10	53 80
Methods of Teaching	08 30	10 20	27 70	35 40	38.10	37.80	04 90	-	52 30	31.70	25 90	20 50
Multigrade Teaching	-	-	06 40	-	02 40	-	-	-	-	04 80	-	-
Play-way Techniques for Teaching	-	04 00	14.90	-	02 40	-	-	-	01 50	07.30	-	-
Preparation and Use of Improvised Teaching Aids	08 30	06.10	04 20	04.10	04.80	02.70	13.40	04 90	03.10	-	05 10	05 10
Child-Centred Education	-	08 10	02 10	02.10	-	-	07 30	-	-	-	-	02 60
Role of Teacher in Improvement of Enrolment, Retention and Attainment of Children	25 00	02.00	02 10	02 10	01 20	02.70	-	-	-	-	03 50	-
Integrated Education for Disabled Children	-	-	-	-	-	-	-	-	-	-	-	-
Others	16 70	14.10	14.90	16.70	17 80	51.40	70 80	85.30	04 70	07.50	52 90	18 00

Table 4 5 Themes in Which Received In-Service Training During Last Five Years(Continued)

Area	Orissa		Madhya Pradesh				
	Gajapati	Rayagad	Betul	Bilaspur	Ratlam	Sehore	Tikamgar
Content of School Subjects	16 20	07 70	28 60	16 70	23 40	58 00	17 90
Methods of Teaching	54.10	15 40	06 10	08 40	23 40	07.20	14.90
Multigrade Teaching	02 70	03 80	-	11 10	04 30	04 30	16.40
Playway Techniques for Teaching	05 40	-	02 00	22 20	02 10	02 90	22 40
Preparation and Use of Improvised Teaching Aids	02 70	-	02 00	05 60	-	04.30	10.50
Child Centered Education	-	-	26 50	13 90	02 10	14.50	09 00
Role of Teacher in Improvement of Enrollment, Retention and Attainment of Children	-	-	-	02 70	-	-	-
Integrated Education for Disabled Children	-	-	-	05 50	-	-	-
Others	18 90	73 10	34 80	13.90	44 70	08 70	09 00

Teachers Not Using Inservice Training

More males reported not using in-service training in improving classroom practice (Table 4 6) The percentage of male teachers (37 5 per cent) not using inservice training was the highest in Hissar district in Haryana followed by Darang (29.1 per cent) in Assam, Wayanad (24.0 per cent) in Kerala and Dharampuri (16 1 per cent) in Tamil Nadu In Madhya Pradesh , Maharashtra and Orissa, the percentage of teachers not making use of inservice training was very less. Regarding the use of inservice training, the situation was mixed in rural and urban areas. About one-third of the teachers in urban schools in Wayanad indicated non-use of inservice training Teachers attributed non-use of in-service training due to non availability of the required material, heavy work load, and irrelevance of training. Teachers also reported that transactional approach of training was inappropriate(Table 4 7) Bolam (1987) also observed that present INSET programmes are insufficiently related to specific needs and concerns of participants They tend to offer theory which is unrelated to practice Three teachers (25 per cent) from Dharampuri district in Tamil Nadu reported that they could not use training as they were teaching in single teacher schools. Most of the teachers who requested to be sponsored for participation in an in-service programme got an opportunity for participation (Table 4 8)

Teachers' Desiring In-service Training

Teachers were asked as to whether they needed in-service training. It was heartening to note that 90 per cent of teachers in most of the districts reported that they needed in-service training (Table 4.9). The differences among male and female teachers and teachers working in rural and urban areas expressing the need for in-service training was marginal

Teachers were asked to mention the source through which they knew about in-service training programmes. More than 50 per cent of females learnt from the head teachers about in-service training programmes (Table 4.10). The percentage of male teachers in this category was lower than female teachers. More than 50 per cent teachers in districts of Darang in Assam, Jind in Haryana, Belgaum in Karnataka, Wayanad in Kerala and Gajapati in Orissa learnt about in-service training programmes from the circular of DIET/TTI. This reflected that DIETs in these districts were organising inservice training activities properly.

Higher percentage of teachers in urban schools in all the districts except in Aurangabad in Maharashtra, South Arcot and Dharampuri in Tamil Nadu, Gajapati and Rayagada in Orissa and Ratlam in Madhya Pradesh learnt about in-service training programmes from head teachers than teachers working in rural schools (Table 4.11). This indicated that head teachers in urban schools got intimation about in-service training programmes more easily than those working in rural areas. Regarding knowledge of in-service training progrmmes from a circular of DIET/TTI, DIETs will have to ensure that their ciruculars reach rural schools as promptly as they reach urban schools so that the former get an equal participation in in-service training programmes.

Table 4 6· Percentage of Teachers not Making use of In-Service Training

State	District	Male	Female	Rural	Urban
Assam	Karbi Anglong	06 60	02.60	03.30	20.00
	Darang	29.10	08 70	25 00	20.00
Haryana	Jind	17.90	09 10	13 90	19 00
	Hissar	37 50	13.90	21 50	20 00
Karnataka	Raichur	03 10	02 80	02 50	04 80
	Belgaum	-	-	-	-
Kerala	Wayanad	24 00	18.00	20.60	33.30
	Mallappuram	03 60	05 60	05 50	-
Maharashtra	Aurangabad	01.00	-	01.00	-
	Nanded	03 50	-	03 80	-
Tamil Nadu	South Arcot	-	02.90	02.30	-
	Dharmapuri	16.10	06 70	13 20	-
Orissa	Gajapati	--	11 10	--	09.10
	Rayagada	04 50	05 90	04.70	06.70
Madhya Pradesh	Betul	01.80	02 30	02.40	--
	Bilaspur	--	--	--	--
	Ratlam	10 90	02 20	08.80	03 10
	Sehore	06 50	04.30	04.90	11.10
	Tikamgarh	02.50	04.80	--	15.80

Table 4.7· Reasons For Not Making Use of Practices Learnt in In-Service Training

Reason	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
	Karbi Anglong	Darang	Jind	Hissar	Raichur	Belgaum	Waynad	Malla-puram	Auran-gabad	Nanded	South Arcot	Dhar-mapuri
Lack of Support from Head Teacher to Other Teachers	-	-	(4) 26 70	(5) 22 70	(1) 33 30	-	(1) 04 80	-	(1) 100 0	-	-	-
Non Availablity of needed material	(4) 80 00	(25) 100 0	(13) 86.70	(19) 86.40	(2) 66.70	-	(14) 66.70	(2) 40 00	-	(1) 33 30	-	(7) 58 30
Heavy Teaching and Non-teaching Work Load	-	(4) 16.00	(3) 20.00	(10) 45.51	(2) 66.70	-	(7) 33.30	(1) 20.00	-	-	-	(2) 16 70
Heavy Syllabus	(1) 20.00	(1) 04.00	(4) 26 70	(10) 45.50	(3) 100.0	-	(9) 42.90	(4) 80 00	-	-	-	(30 25 00
Training Received was not relevant	-	-	(4) 26 70	(5) 22 70	-	-	(9) 42.90	(1) 20.00	-	-	-	(3) 25.00
Others	-	(2) 08.00	-	-	-	-	(6) 28.60	(1) 20.00	-	(2) 66.70	(1) 100 0	(3) 25.00

Figures given in the parentheses indicate number of teachers

Table 4 7 Reasons For Not Making Use of Practices Learn in In-Service Training(Continued)

Reasons	Orissa		Madhya Pradesh				
	Gajapati	Rayagada	Betul	Bilaspur	Ratlam	Sehore	Tikamgarh
Lack of Support from Head Teacher to other Teachers	20 00 (1)	-	-	-	14 30 (1)	33 30 (2)	33.30 (1)
Non Availablity of Needed Material	80 00 (4)	100 0 (1)	-	-	71 40 (5)	66 70 (4)	66 70 (2)
Heavy Teaching and Non Teaching Work Load	40.00 (2)	-	50 00 (1)	-	100 0 (7)	16.70 (1)	33 30 (1)
Heavy Syllabus	40 00 (2)	-	-	-	14 30 (1)	16 70 (1)	33 30 (1)
Training Received was not Relevant	40 00 (2)	-	100.0 (2)	-	28 60 (2)	16 70 (1)	66 70 (2)
Others	-	-	-	-	28 60 (2)	-	33 30 (1)

Figures given in the parentheses indicate number of teachers

Table 4 8. Percentage of Treachers Who Requested to be Sponsored and Got Opportunity to Attend the Programme

State	District	Requested to be Sponsored	Attended
Assam	Karbi Anglong	11.30	87.70
	Darang	16 70	33.30
Haryana	Jind	21.00	100.0
	Hissar	06 70	100.0
Karnataka	Raichur	54 20	75.60
	Belgaum	59 20	91 10
Kerala	Wayanad	25 30	60 90
	Mallappuram	10.80	50.00
Maharashtra	Aurangabad	38.70	96.60
	Nanded	30.60	77 30
Tamil Nadu	South Arcot	21.40	72.20
	Dharmapuri	17.20	54 50
Orissa	Gajapati	33.33	70.83
	Rayagada	29 03	50.00
Madhya Pradesh	Betul	33.30	85.18
	Bilaspur	42.04	45.94
	Ratlam	15 11	84 61
	Sehore	48.88	90.97
	Tikamgarh	22.22	65.00

Table 4 9 Percentage of Teachers Desiring In-Service Training

State	District	Male	Female	Rural	Urban
Assam	Karbi Anglong	98.40	94.90	98.90	80.00
	Darang	94 90	95.70	94 60	100 0
Haryana	Jind	70 10	75.80	70.90	76.20
	Hissar	81 30	81.90	81 00	84 00
Karnataka	Raichur	92.20	86 10	88 60	95.20
	Belgaum	91 80	96 30	90 80	100.0
Kerala	Wayanad	98.00	98.00	97.90	100.0
	Mallappuram	96 40	97 20	96.70	100 0
Maharashtra	Aurangabad	88.20	87.50	87.30	89.70
	Nanded	90.60	86.70	92.30	81.80
Tamil Nadu	South Arcot	81.30	98.50	93 00	92 90
	Dharmapuri	96 40	97.80	96.70	100.0
Orissa	Gajapati	69.70	88.20	75.30	80.00
	Rayagada	81.90	77.80	78.70	100.00
Madhya Pradesh	Betul	70.20	60.50	70.70	44.40
	Bilaspur	69.10	84.20	71.10	76.10
	Ratlam	74 50	68.90	79.40	56.30
	Sehore	75 30	78.30	74.40	83.30
	Tikamgarh	63 30	90.30	65 40	84.20

Table 4 10 Source of Knowledge about In-Service Training Progarmme(Genderwise)

State	District	Gender	Colleagues	Head Teacher	Circular From DIET/TTI	Others
Assam	Karbi Anglong	Male	29.50	09.80	44 30	27 80
		Female	33 30	41 00	33 30	25.60
	Darang	Male	34 20	40.50	63 30	31.60
		Female	26 10	65 20	43 50	30.40
Haryana	Jind	Male	50 70	58.20	55.20	16 40
		Female	66.70	63.60	51.50	06.10
	Hissar	Male	59 40	37.50	68.80	03.10
		Female	58 30	51 40	37.50	04 20
Karnataka	Raichur	Male	31 30	31 30	59 40	15.60
		Female	27.80	41.70	22.20	11 10
	Belgaum	Male	15.10	35.60	65 80	04.10
		Female	18 50	66.70	63.00	03 70
Kerala	Wayanad	Male	48 00	22.00	56 00	18 00
		Female	50.00	24 00	52.00	22.00
	Mallappuram	Male	67.90	35.70	42.90	10 70
		Female	48 60	52.80	36.10	39 90
Maharashtra	Aurangabad	Male	30.90	60.30	51.50	02 90
		Female	40 60	43 80	09.40	06 30
	Nanded	Male	42.40	58 80	24.70	01 20
		Female	33 30	33 30	33.30	-
Tamil Nadu	South Arcot	Male	43.80	46.90	31 30	31 30
		Female	66 20	70.60	07.40	22 10
	Dharmapuri	Male	25 00	14.30	33 90	41.10
		Female	35 60	62.70	22 20	11 10

Table 4 10 : Source of Knowledge About In-Service Training Programme (Genderwise)(Continued)

State	District	Gender	Colleagues	Head Teacher	Circular from DIET/ TTI	Others
Orissa	Gajapati	Male	60 30	43.10	89.70	--
		Female	46 70	46 70	80 00	--
	Rayagada	Male	42 90	31.90	45 10	11 00
		Female	44 40	44 40	33 30	11.10
Madhya Pradesh	Betul	Male	17 50	21 10	21.10	38.60
		Female	14.00	44.20	14 00	16.30
	Bilaspur	Male	12.30	50 60	19.30	06 20
		Female	-	68.40	31.60	-
	Ratlam	Male	19.60	35 60	41.30	10.90
		Female	07.50	20 50	57 50	17.50
	Sehore	Male	39.00	48.10	37 70	11.70
		Female	34 80	52.20	39 10	-
	Tikamgarh	Male	01.30	82.30	13.90	03.80
		Female	09.50	90.50	09.50	04.80

Table 4 11 Source of Knowledge about In-Service Training Progarmme(Locationwise)

State	District	Location	Colleagues	Head Teacher	Circular From DIET/TTI	Others
Assam	Karbi Anglong	Rural	30.00	18 90	41 10	26.70
		Urban	40 00	50.00	30 00	30.00
	Darang	Rural	32 60	43 50	56 50	29.30
		Urban	30.00	70.00	80.00	50 00
Haryana	Jind	Rural	57.00	58.20	51.90	12 70
		Urban	52 40	66.70	61 90	14.30
	Hissar	Rural	62 00	44.30	45.60	02.50
		Urban	48.00	56 00	52 00	08.00
Karnataka	Raichur	Rural	31.60	34 20	48 10	16.50
		Urban	23 80	38 10	38 10	04.80
	Belgaum	Rural	17.10	35.50	63.20	05.30
		Urban	12.50	70 80	70.80	-
Kerala	Wayanad	Rural	50.50	22 70	53.60	20.60
		Urban	-	33 30	66.70	-
	Mallappuram	Rural	53.80	46 20	35.20	08.80
		Urban	55.60	66 70	66.70	55.60
Maharashtra	Aurangabad	Rural	31 00	60 60	47 90	04.20
		Urban	41.40	41 40	13.80	03.50
	Nanded	Rural	48 60	62.80	24.50	01 30
		Urban	31 80	27 30	31 80	-
Tamil Nadu	South Arcot	Rural	55 80	60 50	15 10	25 60
		Urban	78.60	78 60	14 30	21.40
	Dharmapuri	Rural	29 70	34 10	27.50	29 70
		Urban	30.00	50.00	40 00	10 00

Table 4 11 Source of Knowledge About In-Service Training Programme (Locationwise)(Continued)

State	District	Location	Colleagues	Head Teacher	Circular from DIET/ TTI	Others
Orissa	Gajapati	Rural	57.30	45 30	89.30	-
		Urban	46.20	38.50	69 20	-
	Rayagada	Rural	47 20	36.00	43 80	07 90
		Urban	09.10	10.10	45.50	36 40
Madhya Pradesh	Betul	Rural	17.10	29.30	19 50	29.30
		Urban	11.10	38 90	11.10	27.80
	Bilaspur	Rural	12.00	56.60	19.30	06 00
		Urban	-	64.70	35.30	-
	Ratlam	Rural	14.30	27.30	48 20	10.70
		Urban	13.30	31 00	50.00	20.00
	Sehore	Rural	37.80	50.00	37.80	11.00
		Urban	38.90	44.40	38 90	-
	Tikamgarh	Rural	02.50	84 00	13 60	03.70
		Urban	05 30	84.20	10.50	05.30

What should be the Content of Training

Teachers were requested to choose three content areas in order of preference from the given list. The composite rank for three choices was computed. Table 4 12 indicates composite ranking of choices Both the districts of Assam, Wayanad district in Kerala ranked content of school subjects as a priority Methods of teaching was given a rank of two in most of the districts and got first rank in both the districts of Orissa and Betul and Ratlam in Madhaya Pradesh Teachers from Belgaum and Aurangabad districts ranked this area as first. Multigrade teaching was ranked first by teachers from Hissar, Raichur, Bilaspur and Tikamgarh districts. It was ranked two by teachers from Karbi Anglong district in Assam It received last ranking in the state of Kerala and South Arcot district in Tamil Nadu Because of high enrolment ratio in these districts, multigrade teaching might be on the lower side. Preparation and use of improvised teaching aids received first ranking in Tamil Nadu. For establishing priority, inservice training programmes should concentrate on methods of teaching, multigrade teaching, playway method and preparation and use of improvised teaching aids. In Assam, Kerala and Belgaum districts in Karnataka, content of school subjects also needs attention. It is also evident from the table that priorities should be determined districtwise. Block Education Officers in different states also recommended content upgradation in different subjects particularly Maths and Environmental Studies and Methods of Teaching as the areas for in-service training of teachers.

Duration and Periodicity of Training

Most of the teachers preferred one to two weeks of in-service training. In Aurangabad and Nanded districts of Maharashtra, about one-third of teachers desired training of 3 weeks duration (Table 4.13). Three week training in Maharashtra may be due to the condition for crossing the efficiency bar or getting selection grade. Most of the teachers want inservice training once a year. The number of teachers who wanted training once in every 3 -5 years was very low (Table 4.14). States need to create adequate infrastructure for providing recurrent in-service training with opportunities for frequent back-up training. 'The length of the in-service training is negatively related to classroom level impact. The degree of satisfaction with the in-service training contribute to the impact of the training at the classroom level (Veenman *et al,* 1994)'. Further research is however, needed to determine the effectiveness of varying duration of in-service training programmes.

Where should Training be organised ?

In Karbi Anglong, 63 per cent teachers desired training at the teacher training institute. In Aurangabad, Nanded and both the districts of Orissa also, more than 60 per cent teachers wanted training in teacher training institute (Table 4 15). In Haryana, Wayanad and Mallapuram districts in Karnataka, more than 70 per cent teachers desired training in their own school or school complex. The percentage of teachers in this category was around 50 per cent in Raichur and Belgaum districts of Karnataka, Darang in Assam, South Arcot and Dharampuri in Tamil Nadu and Tikamgarh in Madhaya Pradesh. Teachers felt that in-service training in their own school or school complex would be more relevant to situations in schools and classrooms. School based inservice training with support of block resource centres (BRCs) and DIETs needs to be planned. Infrastructural facilities will have to be created The preference for place where teachers want inservice training has also been depicted through Fig 4 2.

Tabel 4.12. Preferred Content of In-Service Training

Area	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
	Karbi Anglong	Darang	Jind	Hissar	Raichur	Belgaum	Wayanad	Malla-puram	Auran-gabad	Nanded	South Arcot	Dhar-mapuri
Content of School Subjects	1	1	4	4	4	2	1	2	5	4	6	7
Methods of Teaching	3	2	2	2	2	1	2	3	1	2	2	3
Multigrade Teaching	2	5	3	1	1	5	8	7	6	6	7	5
Play-way Techniques for Teaching	6	3	1	3	3	3	5	1	2	1	5	4
Preparation and Use of Improvised Teaching Aids	5	6	5	5	5	4	3	6	3	3	1	1
Child-Centred Education	4	4	6	6	6	7	6	4	4	7	3	2
Role of Teachers in improvement of enrolment, retention and attainment of children	7	7	7	7	7	6	4	5	7	5	4	6
Integrated Education for disabled Children	-	8	8	8	8	8	7	8	8	8	8	8

Table 4 12 Preferred Content of In-Service Training(Continued)

Area	Orissa		Madhya Pradesh				
	Gajapati	Rayagada	Betul	Bilaspur	Ratlam	Sehore	Tikamgarh
Content of School Subjects	3	4	5	6	4	4	4
Methods of Teaching	1	1	1	5	1	2	2
Multigrade Teaching	7	3	6	1	5	5	1
Playway Techniques for Teaching	5	2	2	2	2	1	3
Preparation and Use of Improvised Teaching Aids	6	6	4	4	7	6	5
Child Centered Education	4	5	3	3	3	3	4
Role of Teacher in Improvement of Enrollment, Retention and Attainment of Children	2	7	7	8	6	8	7
Integrated Education for Disabled Children	8	8	8	7	8	7	8

Table 4 13 Duration of In-Service Training Programme Desired by Teachers

State	District	One Week	Two Weeks	Three Weeks	More than Three Weeks
Assam	Karbi Anglong	47.00	39 00	06 00	08.00
	Darang	46.00	32 40	11 80	09.80
Haryana	Jind	43.00	43.00	07.00	07.00
	Hissar	64.50	28.80	04 80	01.90
Karnataka	Raichur	34 00	40.00	14 00	12.00
	Belgaum	30 00	37.00	14 00	19.00
Kerala	Wayanad	31.00	40.00	15 00	14.00
	Mallappuram	19.00	40 00	30.00	11.00
Maharashtra	Aurangabad	15 00	24 00	37.00	24.00
	Nanded	07.00	29 00	31 00	33.00
Tamil Nadu	South Arcot	32.00	39.00	12 00	17.00
	Dharmapuri	33 70	47.50	07.90	10.90
Orissa	Gajapati	58.00	10 00	07.00	25.00
	Rayagada	44.00	28 00	09.00	19 00
Madhya Pradesh	Betul	23.00	48.00	15.00	14.00
	Bilaspur	28.00	58.00	11.00	03.00
	Ratlam	20.00	52.00	08.00	20.00
	Sehore	25.00	46.00	17.00	12.00
	Tikamgarh	40.00	42.00	10.00	08.00

Table 4 14. Periodicity of In-Service Training

State	District	Once in a year	Once in every two years	Once in every three years	Once in every five years	On a continuing basis
Assam	Karbi Anglong	82 00	16 00	-	02.00	-
	Darang	85.30	07 80	03 90	01 00	02 00
Haryana	Jind	50.00	13 00	21.00	16.00	-
	Hissar	48.10	22.10	16.30	13.50	-
Karnataka	Raichur	47 00	34 00	10 00	03.00	06.00
	Belguam	55.00	23.00	15.00	02.00	05.00
Kerala	Wayanad	40 00	17.00	12.00	12.00	19.00
	Mallappuram	55.00	20 00	04 00	10.00	11.00
Maharashtra	Aurangabad	40.00	17.00	21 00	10.00	12.00
	Nanded	37 00	15.00	14.00	09.00	25 00
Tamil Nadu	South Arcot	63.00	19.00	10 00	02.00	06.00
	Dharmapuri	58.40	20.80	14 90	03.00	03.00
Orissa	Gajapati	90 00	06.00	01 00	01.00	02.00
	Rayagada	76.00	08.00	03.00	04.00	09.00
Madhya Pradesh	Betul	69.00	16.00	07.00	08.00	--
	Bilaspur	66.00	22.00	06.00	01.00	05.00
	Ratlam	60.00	13.00	17.00	09.00	01.00
	Sehore	63.00	13.00	14.00	06.00	04.00
	Tikamgarh	73.00	13.00	06.00	02.00	05.00

Table 4.15 Preference for Place where Teachers Want Inservice Training

State	District	Teacher Training Institute	School Complex	Own School
Assam	Karbi Anglong	63 00	03.00	34 00
	Darang	40 20	-	59.80
Haryana	Jind	23 00	38.00	39.00
	Hissar	14 40	38.50	47.10
Karnataka	Raichur	51.00	27.00	22.00
	Belgaum	54 00	31.00	15.00
Kerala	Wayanad	31.00	38 00	31.00
	Mallappuram	33.00	45.00	22.00
Maharashtra	Aurangabad	62.00	29.00	09.00
	Nanded	74.00	24.00	02.00
Tamil Nadu	South Arcot	55.00	32.00	13 00
	Dharmapuri	42 60	47.50	09.90
Orissa	Gajapati	72.00	21.00	07 00
	Rayagada	60.00	28.00	12 00
Madhya Pradesh	Betul	43.00	27.00	30.00
	Bilaspur	26.00	29 00	45.00
	Ratlam	51.00	25.00	24.00
	Sehore	44.00	19.00	37.00
	Tikamgarh	13.00	53.00	34.00

Fig4.2 : Preference for Location of In-service Training

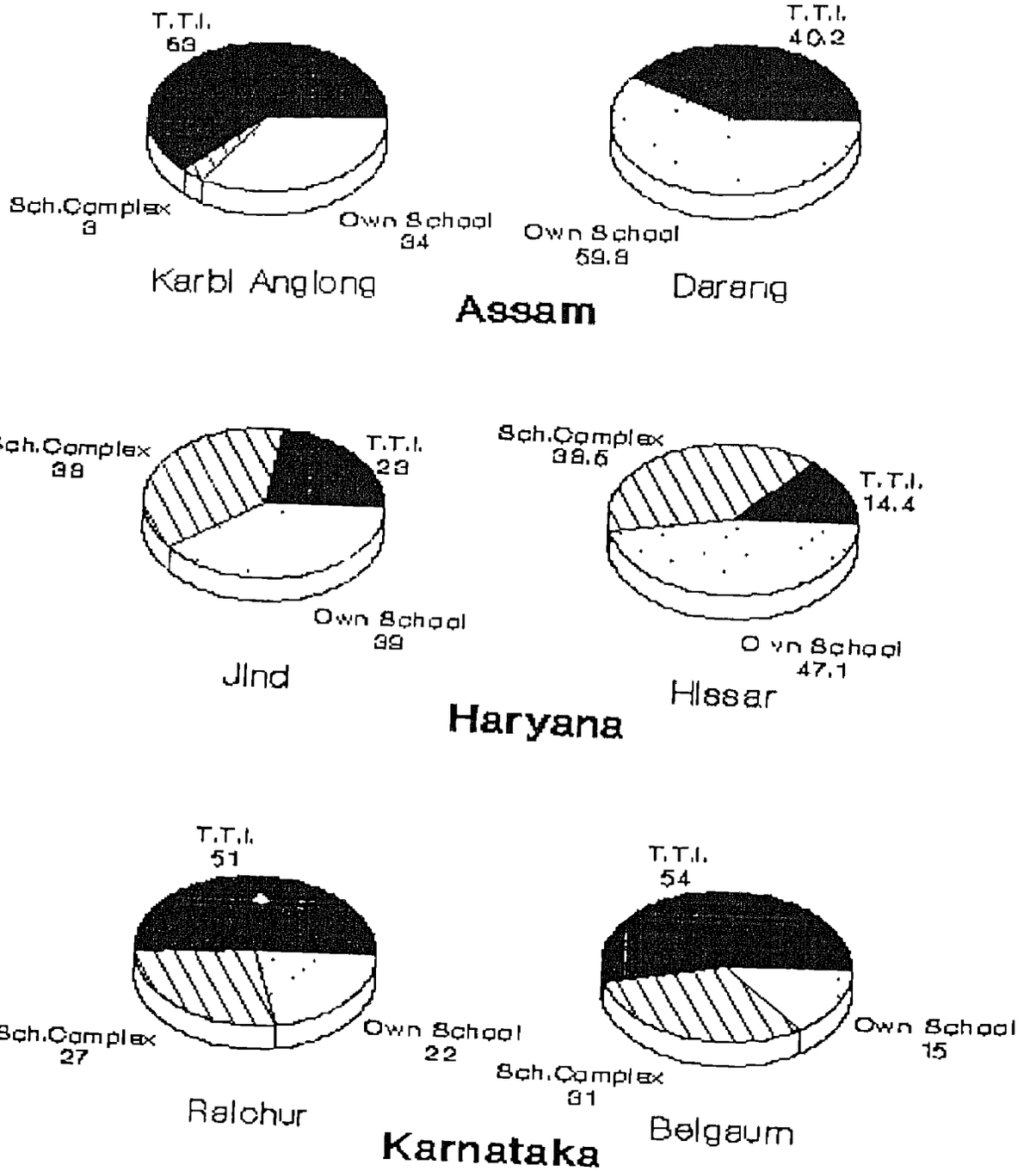
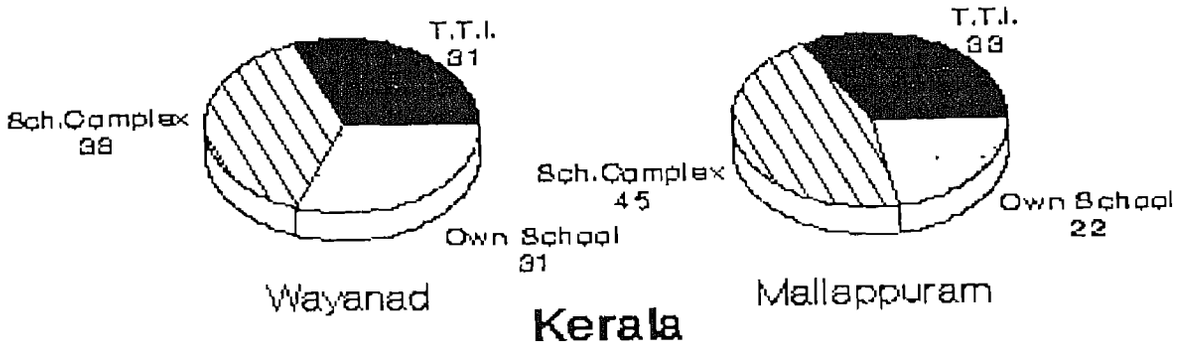
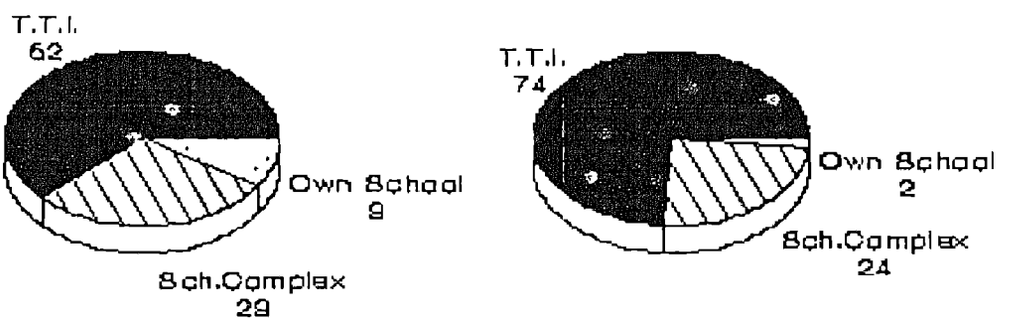


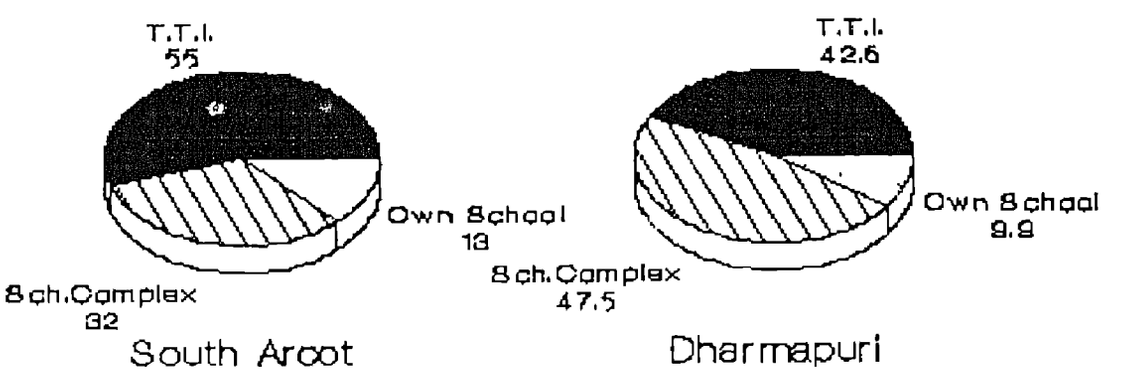
Fig4.2 : Preference for Location of In-service Training



Kerala

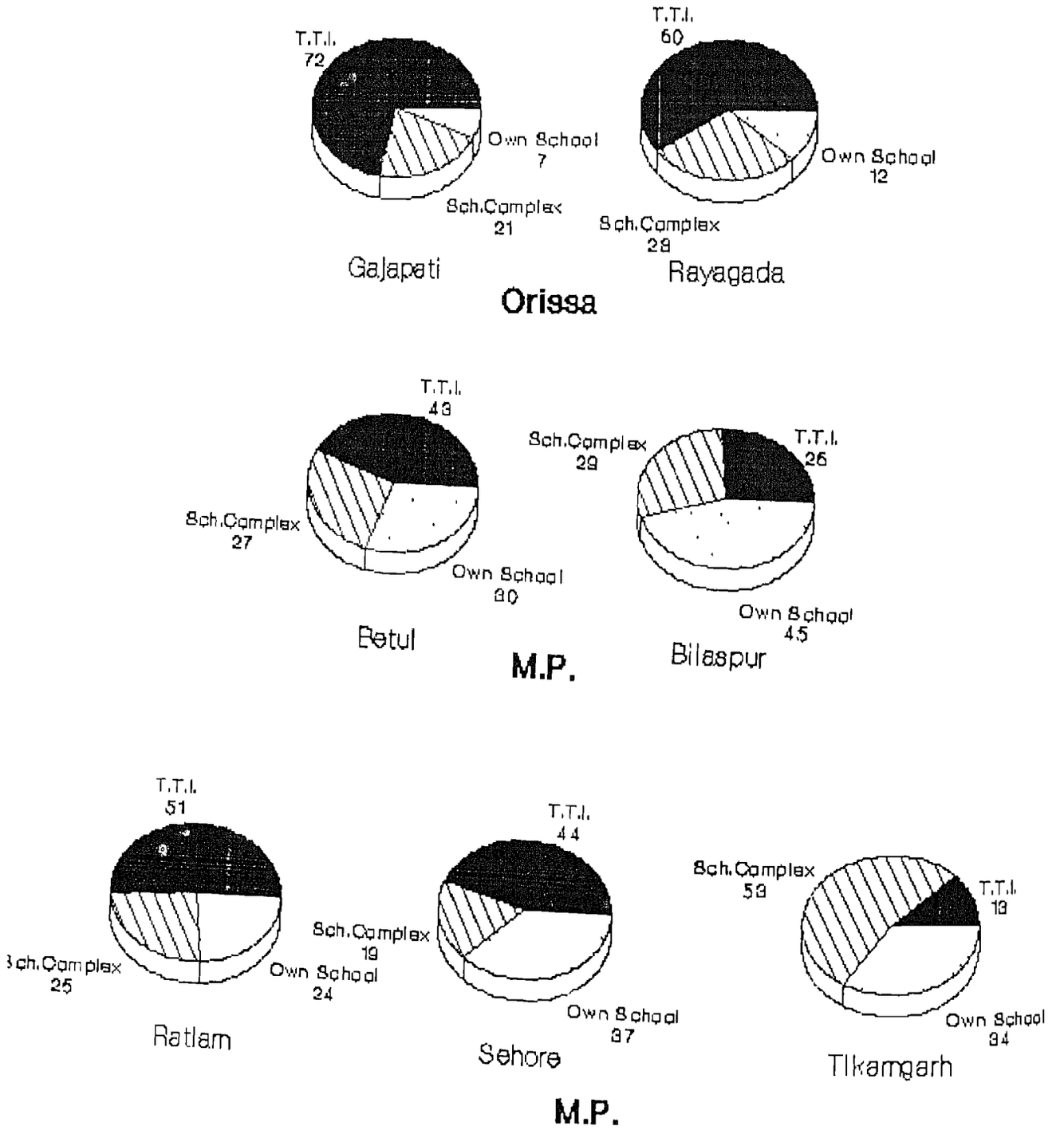


Maharashtra



Tamil Nadu

Fig4.2 : Preference for Location of In-service Training



When should Training be Organised

Most of the teachers wanted in-service training to be organised during holidays/vacations (Table 4 16) About one-third or more of the teachers in the districts of Jind and Hissar in Haryana, Raichur and Belgaum in Karnataka, Wayanad and Mallapuram in Kerala, South Arcot and Dharampuri in Tamil Nadu, Gajapati in Orissa and Ratlam, Sehore and Tikamgarh in Madhya Pradesh wanted training during working hours Very few wanted training after school hours.

Majority of the Block education officers suggested that the suitable period for in-service training was summer vacations as it does not affect teaching in schools

Compensation for In-service Training

About 50 per cent teachers except in states of Orissa and Madhaya Pradesh did not want any compensation for the period of training, if it is organised during holidays/vacations The percentage of such teachers was very high in Karbi Anglong (75 %), and Darang (85.3 %) districts of Assam (Table 4 17). More than half of the teachers in Orissa and Madhaya Pradesh and about half of the teachers in Haryana, 40 per cent in Tamil Nadu, Nanded in Maharashtra, Mallapuram in Kerala, Raichur in Karnataka needed compensation in the form of earned leave proportionate to the period of training. About one per cent teachers wanted compensation in terms of money.

Most of the District/Block education officers suggested that teachers need to be provided earned leave proportionate to the period of training. Block education officer in Aurangabad district however, suggested that in-service training should be linked to cross efficiency bar(E.B)

Mode of Training

Majority of the teachers preferred face- to- face training The distance mode was not favoured It may be due to lack of exposure of primary teachers to this mode of training (Table 4.18)

What Increases Teachers' Participation in Training

Teachers were required to select factors in order of preference which improve willingness of teachers to participate in in-service programmes Competent resource persons, involvement of trainees in the training process, consultation with teachers to assess needs, support for teachers to implement new ideas/innovations acquired in in-service training programmes, emerged as the four most important factors in improving willingness of teachers to undergo in-service training programmes (Tables 4 19 to 4 26). These factors were the same for male and female teachers and also teachers working in rural and urban areas These factors need to be taken into consideration in designing in-service training programmes.

Table 4 16 When Should In-Service Training be Organised

State	District	During Working Hours	On Working days after School Hours	During Holi-days/Vacat-ion
Assam	Karbi Anglong	09.00	-	91.00
	Darang	10.80	04.90	84 30
Haryana	Jind	36 00	04 00	60.00
	Hissar	44 20	05 80	50.00
Karnataka	Raichur	43 00	02.00	55 00
	Belgaum	35.00	08.00	57.00
Kerala	Wayanad	43.00	05 00	52.00
	Mallappuram	39 00	02.00	59.00
Maharashtra	Aurangabad	19 00	17.00	64.00
	Nanded	23.00	06.00	71.00
Tamil Nadu	South Arcot	36 00	07.00	57.00
	Dharmapuri	40.60	07 90	51.50
Orissa	Gajapati	35 00	04.00	61.00
	Rayagada	22.00	05.00	73 00
Madhya Pradesh	Betul	25.00	06 00	69.00
	Bilaspur	20.00	39 00	41.00
	Ratlam	32.00	05 00	63.00
	Sehore	32.00	11 00	57.00
	Tikamgarh	32.00	25.00	43 00

Table 4.17· Compensation Expected for Undergoing In-Service Training During Holidays/Vacations

State	District	No Compensation	Compenstaion in the form of Earned Leave	Others
Assam	Karbi Anglong	75 00	19 00	06 00
	Darang	85.30	13 70	01.00
Haryana	Jind	44.00	52 00	04.00
	Hissar	58.10	48.10	03 80
Karnataka	Raichur	53 00	41.00	06.00
	Belgaum	48 00	29.00	23.00
Kerala	Wayanad	54.00	26.00	20.00
	Mallappuram	39.00	45.00	16.00
Maharashtra	Aurangabad	75.00	23.00	02 00
	Nanded	49 00	50.00	01.00
Tamil Nadu	South Arcot	50.00	42.00	08.00
	Dharmapuri	57.40	42 60	-
Orissa	Gajapati	16.00	55 00	29.00
	Rayagada	06.00	81.00	13.00
Madhya Pradesh	Betul	24.00	61 00	15 00
	Bilaspur	31 00	69.00	--
	Ratlam	16 00	82.00	02.00
	Sehore	18 00	51.00	31.00
	Tikamgarh	30.00	68.00	02.00

Table 4 18. Teachers' Preference for Mode of In-Service Training

State	District	Face-to-Face Training	Distance Education Mode	Face-to-Face and Distance Education Mode
Assam	Karbi Anglong	96.00	-	04.00
	Darang	93 20	02 00	04.80
Haryana	Jind	88 00	06.00	06.00
	Hissar	90.40	03.80	05 80
Karnataka	Raichur	93 00	-	07 00
	Belgaum	95.0	01 00	04.00
Kerala	Wayanad	65 00	06 00	29 00
	Mallappuram	61.00	02.00	37.00
Maharashtra	Aurangabad	82 00	07 00	11.00
	Nanded	60 00	11.00	29.00
Tamil Nadu	South Arcot	89 00	04 00	07.00
	Dharmapuri	92.10	01 00	06.90
Orissa	Gajapati	82.00	06.00	12.00
	Rayagada	78.00	05.00	17.00
Madya Pradesh	Betul	83.00	06.00	11.00
	Bilaspur	68.00	02.00	30.00
	Ratlam	77.00	10.00	13.00
	Sehore	90 00	04.00	06.00
	Tikamgarh	78 00	04.00	18.00

Table 4 19. Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Assam							
	Karbi Anaglong				Darang			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	1	1	1	1	1	2	1	1
Meeting identified training needs	4	4	4	4	6	6	5	5
Actual involvement of trainees in the training process	6	6	6	6	5	7	6	6
Competent resource persons	5	5	5	5	4	3	4	3
Good arrangements for training	3	2	3	3	3	1	2	2
Payment of TA at the training venue itself	7	7	7	7	7	5	7	7
Acquiring degree, diploma through in-service training	8	8	8	8	8	8	8	8
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	2	3	2	2	2	4	3	4
Others	-	-	-	-	-	-	-	-

Table 4 20. Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Haryana							
	Jind				Hissar			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	5	3	5	4	3	4	4	4
Meeting identified training needs	3	4	3	5	7	2	2	3
Actual involvement of trainees in the training process	7	9	7	9	9	9	9	6
Competent resource persons	1	1	1	1	1	1	1	1
Good arrangements for training	2	2	2	3	2	3	3	2
Payment of TA at the training venue itself	4	5	4	2	5	7	5	7
Acquiring degree, diploma through in-service training	9	8	9	7	8	5	6	9
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	6	6	6	6	4	6	7	5
Others	8	7	8	8	6	8	8	8

Table 4.21. Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Karnataka							
	Raichur				Belgaum			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	3	1	1	1	2	1	2	1
Meeting identified training needs	5	7	5	5	6	7	6	7
Actual involvement of trainees in the training process	6	5	6	7	7	6	7	6
Competent resource persons	4	3	4	2	5	5	5	5
Good arrangements for training	1	4	3	3	1	4	1	4
Payment of TA at the training venue itself	7	6	7	6	4	3	4	3
Acquiring degree, diploma through in-service training	8	8	8	8	8	8	8	8
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	2	2	2	4	3	2	3	2
Others	-	-	-	-	-	-	-	-

Table 4 22 Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Kerala							
	Wayanad				Mallapuram			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	4	3	3	2	3	1	2	2
Meeting identified training needs	5	2	4	3	5	6	6	6
Actual involvement of trainees in the training process	6	5	6	6	6	4	5	5
Competent resource persons	1	1	1	4	1	2	1	4
Good arrangements for training	3	7	5	5	2	5	4	3
Payment of TA at the training venue itself	9	8	8	-	7	7	7	-
Acquiring degree, diploma through in-service training	8	9	9	-	8	8	8	-
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	2	4	2	1	4	3	3	1
Others	7	6	7	-	9	9	9	-

Table 4 23 Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Maharashtra							
	Aurangabad				Nanded			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	1	3	2	4	2	2	2	2
Meeting identified training needs	3	2	3	2	6	6	6	3
Actual involvement of trainees in the training process	4	6	4	5	7	8	7	8
Competent resource persons	2	1	1	1	1	1	1	1
Good arrangements for training	6	5	7	3	5	3	5	4
Payment of TA at the training venue itself	8	8	8	8	8	5	8	6
Acquiring degree, diploma through in-service training	7	4	6	7	4	7	4	7
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	5	7	5	6	3	4	3	5
Other	-	-	-	-	-	-	-	-

Table 4 24 Factors improving Teachers' Willingness to Participate in In-Service Training Programmes

Factor	Tamil Nadu							
	South Arcot				Dharmapuri			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Consultation with teachers to assess training needs	5	2	3	1	3	2	2	3
Meeting identified training needs	6	5	5	5	7	7	5	6
Actual involvement of trainees in the training process	1	1	1	3	1	1	1	2
Competent resource persons	2	4	4	4	2	4	4	1
Good arrangements for training	8	6	6	7	8	6	6	5
Payment of TA at the training venue itself	4	7	7	6	5	8	7	7
Acquiring degree, diploma through in-service training	9	8	9	8	4	3	8	8
Support for teachers to implement new ideas/ innovations acquired in in-service programmes	3	3	2	2	6	5	3	4
Others	7	9	8	-	-	-	9	9

Table 4 25 Factors Improving Teachers' to Willingness Praticipate in In-Service Training Programmes

Factor	Orissa							
	Gajapati				Rayagada			
	Male	Femal	Rural	Urban	Male	Femal	Rural	Urban
Consultation with teachers to assess training needs	5	7	7	3	7	8	7	7
Meeting Identified Training Needs	4	3	3	6	6	4	6	6
Actual Involvement of Trainees in the Training Process	7	4	6	4	5	3	4	4
Competent Resource Persons	1	1	1	1	1	1	1	2
Good Arrangement for Training	2	5	2	8	2	2	2	1
Payment of TA at Training Venture it self	6	6	5	5	3	5	3	3
Acquiring Degree,Diploma Through In-Service Training	8	8	8	7	8	7	8	8
Support for Teachers to Implement New Ideas/ Innovations Acquired In-Service Programmes	3	2	4	2	4	6	5	5
Others	-	9	9	-	-	-	-	-

Table 4 26 Factors Improving Teachers' to Willingness Participate in In-Service Training Programmes

Factor	Madhaya Pradesh											
	Betul				Bilaspur				Ratlam			
	M	F	R	U	M	F	R	U	M	F	R	U
Consultation with teachers to assess training needs	7	7	7	6	7	6	7	6	7	5	6	5
Meeting Identified Training Needs	4	2	4	5	4	7	4	7	4	4	4	6
Actual Involvement of Trainees in the Training Process	6	4	6	3	8	8	8	8	5	7	5	7
Competent Resource Persons	1	1	1	1	1	1	1	1	1	1	1	1
Good Arrangement for Training	2	2	2	2	2	2	3	2	2	2	3	2
Payment of TA at Training Venue it self	3	6	3	4	3	3	2	3	3	3	2	3
Acquiring Degree,Diploma Through In-Service Training	8	8	8	8	5	5	5	4	8	6	8	8
Support for Teachers to Implement New Ideas/ Innovations Acquired In-Service Programmes	5	5	5	7	6	4	6	5	6	8	7	4
Others	-	9	-	9	-	-	-	-	9	-	9	-

Table 4.26 . Factors Improving Teachers' to Willingness Participate in In-Service Training Programmes (Continued)

Factor	Madhaya Pradesh							
	Sehore				Tikamgrah			
	M	F	R	U	M	F	R	U
Consultation with teachers to assess training needs	3	4	3	4	8	5	8	3
Meeting Identified Training Needs	5	2	4	2	5	7	5	5
Actual Involvement of Trainees in the Training Process	4	8	5	8	7	4	7	6
Competent Resource Persons	1	1	1	1	1	1	1	1
Good Arrangement for Training	2	3	2	3	2	3	2	2
Payment of TA at Training Venue it self	6	6	6	7	3	2	3	4
Acquiring Degree,Diploma Through In-Service Training	7	5	7	5	6	8	6	8
Support for Teachers to Implement New Ideas/ Innovations Acquired In-Service Programmes	8	7	8	6	4	6	4	7
Others	-	-	-	-	9	-	-	9

In-service Training of Head Teachers

The percentage of head teachers who underwent inservice training varied from state to state and from district to district (Table 4 27). It was the lowest in Karbi-Anglong district (4.7%) in Assam and the highest in Wayanad district (77.8%) in Kerala Less than one third of head teachers in the districts of Darang in Assam, Raichur and Belgaum in Karnataka, Nanded in Maharashtra, Betul in Madhya Pradesh and Rayagada in Orissa participated in in-service programmes Facilities for in-service training for head teachers are inadequate in these districts More than 50 per cent of head teachers in Wayanad in Kerala, Auragabad in Maharashtra, Ratlam, Sehore and Tikamgarh in Madhya Pradesh and South Arcot in Tamil Nadu participated in in-service training programmes. Further, most of the head teachers could get an opportunity for in-service training only once. Besides, the duration of most of the programmes attended by head teachers was one to two weeks

Most of the head-teachers who participated in programmes reported that they were benefitted to a great extent (Table 4 28).

Training Needs of Head Teachers

Most of the head teachers need training in four areas - general administration, providing academic guidance to teachers, team building and seeking community support (Table 4.29). Planning and management has also been suggested by one head teacher in Wayanad district of Kerala.

Members of the SCERT faculty in Kerala made a suggestion that there should be a permanant machinery or department in the State Institute of Education(SIE) to assess in-service needs of primary school teachers including head teachers on a continuing basis.

District Institutes of Education and Training in different states need to develop suitable training design for providing training to head teachers.

Acceptance of Teachers' suggestions.

More than 50 per cent teachers in the state of Haryana, Dharamapuri in Tamil Nadu reported that head teachers accept their suggestions to a great extent. About forty per cent teachers in the states of Karnataka, Kerala, Nanded district in Maharashtra and Gajapati in Orissa fell under this category (Table 4.30).

Table 4 27 . Head Teachers Who Under went In-Service Training

State	District	N	% of Head Teachers	Average No. of Times	Duration of Training		
					1-7 Days	7-15 Days	More than 15 Days
Assam	Karbi Anglong	3	04 70	1	33 30	66 50	-
	Darang	12	30 00	1	43 70	56 25	-
Haryana	Jind	8	42.10	1	72 70	27.30	-
	Hissar	7	33.30	1	71.40	28.60	-
Karnataka	Raichur	2	11.80	1	50 00	50 00	-
	Belgaum	5	20.80	1	33 30	16 70	50 00
Kerala	Wayanad	7	77.80	1	25 00	62.50	12.50
	Mallappuram	3	42.80	1	-	100.0	-
Maha-rashtra	Aurangabad	13	52.00	2	12.50	16.70	70.80
	Nanded	7	25.00	1	20.00	40.00	40.00
Tamil Nadu	South Arcot	11	68.00	2	31.60	52.60	15.80
	Dharmapuri	16	43.20	2	29.90	70.10	-
Orissa	Gajapati	10	35.70	2	50 00	40.00	10.00
	Rayagada	8	21.10	1	12.50	87.50	--
Madhya Pradesh	Betul	6	31.60	1	--	83 30	16 70
	Bilaspur	--	--	--	--	--	--
	Ratlam	8	57.10	2	25.00	75.00	--
	Sehore	7	70.00	1	28 60	14.30	57.10
	Tikamgarh	5	50.00	1	--	80.00	20.00

Table 4.28:Extent to which Head Teachers Benefitted by In-Service Training Programmes

State	District	No. of Head Teachers Undergone Inservice Training	Extent of Benifit		
			Great Extent	Some Extent	Not at all
Assam	Karbi Anglong	3	66.70	33.30	-
	Darang	12	53 30	46.50	-
Haryana	Jind	8	90.90	09.10	-
	Hissar	7	85.70	14.30	-
Karnataka	Raichur	2	100.0	-	-
	Belgaum	5	83.30	16.70	-
Kerala	Wayanad	7	42.90	57.10	-
	Mallappuram	3	66.70	33.30	-
Maha-rashtra	Aurangabad	13	90.00	10.00	-
	Nanded	7	70.00	30.00	-
Tamil Nadu	South Arcot	11	81.80	18.20	-
	Dharmapuri	16	63.50	20.10	16.40
Orissa	Gajapati	10	70.00	30.00	--
	Rayagada	8	25.00	75.00	--
Madhya Pradesh	Betul	6	50.00	50.00	--
	Bilaspur	--	--	--	--
	Ratlam	8	62 50	37.50	--
	Sehore	7	28 60	71.40	--
	Tikamgarh	5	60.00	40.40	--

Table 4.29: Training Needs of Head Teachers

State	District	Providing Academic Guidance to Teachers	Area of Training				
			General Administration	Team Buildin	Conflict Management	Seeking Community Support	Others
Assam	Karbi Anglong	73 40	46.90	29 70	39.10	79 70	-
	Darang	68.30	70 70	36.60	51.20	80.50	04 90
Haryana	Jind	72.20	72.20	27.80	33.30	72 20	05.60
	Hissar	42 90	42 90	19 00	28.60	47.60	09.50
Karnataka	Raichur	88.50	76.50	64.70	76 50	82 40	11.80
	Belgaum	87.50	70.80	50.00	58 30	75.00	04 20
Kerala	Wayanad	66.70	66.70	66.70	66 70	55.60	55.60
	Mallappuram	57.10	57.10	57.10	57 10	71.40	-
Maha-rashtra	Aurangabad	84.00	60.00	56.00	40.00	64 00	20.00
	Nanded	96.40	82.10	57.10	46 40	92.90	14.30
Tamil Nadu	South Arcot	56.30	31.30	62 50	12.50	56.30	-
	Dharmapuri	78.30	45.90	54.10	13.50	51.40	08.10
Orissa	Gajapati	71.40	75.00	39.30	57.10	67.90	10.70
	Rayagada	92.10	78 00	65.80	68.40	94.70	02 60
Madhya Pradesh	Betul	68.40	73.70	42.10	31.60	73 70	10.50
	Bilaspur	50.00	58.30	33.30	41.70	83.30	--
	Ratlam	42.90	57.10	21.40	42.90	92.90	21.40
	Sehore	80.00	90 00	70.00	40.00	70.00	--
	Tikamgarh	80 00	70.00	80.00	40.00	90.00	--

Table 4 30 Extent to which Head Teachers Accept Assistant Teachers' Suggestions

State	District	To a Great Extent	To Some Extent	Not at All
Assam	Karbi Anglong	36.10	63.90	-
	Darang	24.60	72.10	03.30
Haryana	Jind	50.00	46.30	03.70
	Hissar	59.00	30 20	10.80
Karnataka	Raichur	40.90	57.80	01.30
	Belgaum	46.10	53.90	-
Kerala	Wayanad	42 90	54.90	02.20
	Mallappuram	39.80	57.00	03.20
Maha-rashtra	Aurangabad	34.70	6 00	01.30
	Nanded	43.10	50.00	06.90
Tamil Nadu	South Arcot	34.50	65.50	-
	Dharmapuri	60.90	35.90	03.20
Orissa	Gajapati	43.10	56.90	--
	Rayagada	36.10	63 90	--
Madhya Pradesh	Betul	12 30	80.20	07.50
	Bilaspur	14.80	75.00	10.20
	Ratlam	14 00	62.80	23.30
	Sehore	23 30	65 60	11.10
	Tikamgarh	13.40	73.30	13.30

Five

Teachers Perceptions About Their Status

This chapter is devoted to discussion with regard to reasons for joining teaching profession, their social economic and professional status and the problems being encountered by them in their schools.

The teachers were interviewed to assess their perceptions regarding social, economic and professional status. These perceptions were assessed on the premise that positive perceptions about status are related to career satisfaction. The career satisfaction leads to motivation and commitment to perform in schools and classrooms (Chapman et.al, 1993). For example, the teacher who desire more inservice training and join teaching profession because of interest in teaching young children may perceive their professional status as high For reliability check negative indicators like long vacations, limited hours of duty and last choice for the job were also taken into account. Teacher perceptions regarding the factors that contribute towards improvement of social, economic, and professional status were also studied.

Reasons for Joining the Teaching Profession

The teachers were required to give reasons for joining the teaching profession. All teachers in Karnataka and Maharashtra indicated interest in teaching young children as the reason It was about 80 percent in Assam, Kerala, South Arcot district in Tamil Nadu, Orissa and Madhya pradesh. In Haryana and Wayanad district in Kerala and Dharmapuri district in Tamil Nadu, this reason was not rated high (Table 5.1)

At least one third of the teachers joined teaching not because of interest in teaching young children, but due to some other reasons Limited hours of duty and joining teaching because no other avenues were available also find a place in reasons for joining teaching in Jind district of Haryana, both the districts of Karnataka, Malappuram district in Kerala and Dharmapuri district in Tamil Nadu. Higher percentage of teachers expressing interest in teaching young children as a reason is contradict in Karnataka, Malappuram district in Kerala, Maharashtra, Orissa and Madhya Pradesh. About one third of teachers in these districts also gave other reasons which were for cross checking responses Overall, nearly half of the teachers joined teaching because of interest in teaching young children. Other reasons for joining teaching professions were the desire for social service, parents' advice, reputation of the profession, etc.

Table 5 1· Genderwise Reasons for Joining Teaching Profession

State	District	Gender	Interest in Teaching Young Children	Limited Hours of Duty	Long Vacation	Could not find any other Job	Others
Assam	Karbi Anglong	Male	93 40	01.60	03.30	18.00	03.30
		Female	92.30	-	05.10	15.40	02.60
	Darang	Male	92.40	01.30	01.30	08.90	07.60
		Female	95.70	04.30	-	08 70	-
Haryana	Jind	Male	68 70	26.90	16.40	34.30	37.30
		Female	78.80	39.40	21 20	18.20	33.30
	Hissar	Male	71.90	06.30	12.50	37.50	25 00
		Female	76.40	12.50	15.30	25.00	31.90
Karnataka	Raichur	Male	100.0	42.20	56.30	29.70	03.10
		Female	100 0	50.00	55.60	30.60	-
	Belgaum	Male	100.0	41.10	41.10	26.00	-
		Female	100.00	55.60	29.60	22.20	-
Kerala	Wayanad	Male	70.00	08.00	06.00	26.00	46.00
		Female	86.00	18.00	18.00	20.00	44 00
	Mallap-puram	Male	85.70	14.30	14.30	21.40	10.70
		Female	93.10	43.10	43.10	29 20	13.90
Maha-rashtra	Aurangabad	Male	98.50	01.50	100.0	07.40	-
		Female	100 0	03.10	100.0	-	-
	Nanded	Male	100.0	05.90	-	05.90	01.20
		Female	100.0	13 30	13 30	20.00	-
Tamil Nadu	South Arcot	Male	78.10	-	-	21.90	40 60
		Female	86.80	01 50	02.90	04 40	27 90
	Dharma-puri	Male	60.70	01 80	12.50	28.60	23.30
		Female	73.30	08.90	13.30	08.90	15 60

Table 5 1 : Genderwise Reasons For Joining Teaching Profession(Continued)

State	District	Gender	Interest in Teaching Young Children	Limited Hours of Duty	Long Vacation	Could not find any other job	Other
Orissa	Gajapati	Male	95 50	18.20	15.20	36.40	04.50
		Female	100.00	17.60	20.60	23.40	05 90
	Rayagada	Male	96.70	12.10	15.40	37 40	01.10
		Female	88.90	11 10	11 10	11.10	--
Madhya Pradesh	Betul	Male	82.50	14.00	05.30	28.10	05.30
		Female	83.70	11.60	04 70	07.00	07.00
	Bilaspur	Male	98 80	18 50	07.40	08.60	01 20
		Female	100.00	26.30	10.50	15 80	--
	Ratlam	Male	83 60	12 70	01 80	25.50	05 50
		Female	95.60	15.60	02.20	04.40	13 30
	Sehor	Male	93.50	07.80	02.60	16 90	06.50
		Female	95.70	26.10	13.00	04 30	13.00
	Tikamgarh	Male	96.20	49 40	16.50	19 00	02.50
		Female	100 00	38.10	09.50	19 00	--

Perceived Social Status

Teachers were asked to mention about the movement of their social status. They were required to indicate as to whether social status had declined, improved or remained the same during the last one decade The perceptions varied not only from state to state and also between districts within a state (Table 5.2). Nearly two-third of the teachers in urban schools in Darang and Jind felt that social status has declined Percentage of teachers in this category was between 40 and 60 in Karbi -Anglong, rural Darang, rural Jind, rural Hissar, rural Wayanad, rural Betul, urban Bilaspur, Ratlam and rural Sehore It indicates that social status of teachers has declined. More than two-third of the teachers in Karnataka, Maharashtra, Orissa and Tamil Nadu felt that their social status has improved Probably the district and the state specific variation may be according to the service conditions and the treatment they received from administrators The direction in which the Social Status moved during the last 10 years has also been depicted through Fig 5.1.

Teachers were also asked to give reasons responsible for decline of social status. Salary and service conditions received top ranking in Karbi Anglong, Raichur, Belgaum, Wayanad, Mallapuram Rayagada, Betul and South Arcot (Table 5.3), while government attitude towards primary school teachers got a rank of 1 or 2 in the districts of Assam, Haryana, Maharashtra and Orissa. In all fairness, teachers from almost all the districts also considered lack of integrity and devotion of duty as one of the reasons for declining social status.

Satisfaction about Social Status

More than two-third of teachers in most of the districts expressed satisfaction about their social status (Table 5.4). The percentage of highly satisfied teachers was low in most of the districts. More than 50 per cent of the teachers in Auranagabad and about 40% in Nanded expressed that they were highly satisfied about their social status Ten to twenty per cent of the teachers felt dissatisfied or highly dissatisfied with their social status. The percentage of female teachers who felt highly satisfied or satisfied was higher than those of male teachers in general. Further no difference was found in satisfaction level of teachers working in rural and urban settings (Table 5.5).

Factors Improving Social Status

Teachers in different states perceived different factors contributing to their social status It implies that the the perceptions are culture based For example teachers in all the states except in the state of Haryana, Maharashtra and Orissa gave top ranking to the moral status of teachers (Table 5.6 to 5.13) It was followed by good performance of students except in Kerala state and contribution to the welfare of students. Surprisingly link with important persons received the last ranking It is in contradiction with normal belief that teachers are highly politisized. Similarly recognition by the government also got a low ranking. It may be because very few got award and many of them had their cases pending with the governemnt Reputation of the school also received a low ranking

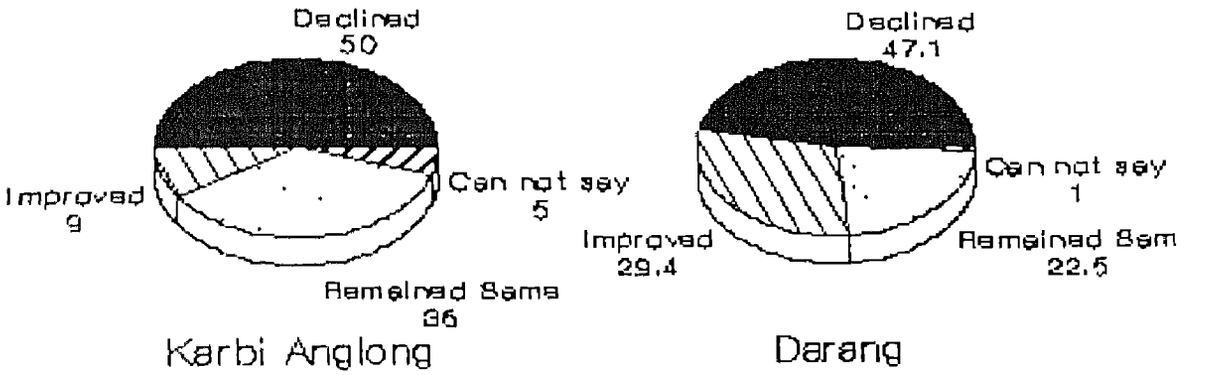
Table 5.2. Perceptions Regarding the Direction in which the Social Status of Primary School Teachers Moved During the Last 10 Years

State	District	Location	Declined	Improved	Remained the Same	Cannot Say
Assam	Karbi Anglong	Rural	51.10	08.90	34 40	05 60
		Urban	40 00	10 00	50.00	-
	Darang	Rural	44.60	32 60	22 80	-
		Urban	70.00	-	20.00	10 00
Haryana	Jind	Rural	60.80	29.10	10 10	-
		Urban	66.70	28.50	04 80	-
	Hissar	Rural	54 40	32 90	10.20	02 50
		Urban	36.00	48 00	16.00	-
Karnataka	Raichur	Rural	03 80	77.20	10 10	08.90
		Urban	04.80	85 70	09.50	-
	Belgaum	Rural	06.60	85.50	07.90	-
		Urban	12.50	79.20	08.30	-
Kerala	Wayanad	Rural	40.20	46.40	12.40	01.00
		Urban	-	33.30	33.30	33.40
	Mallappuram	Rural	27.50	38.50	24.20	09.80
		Urban	-	55.60	-	44.40
Maharashtra	Aurangabad	Rural	19.70	67.60	09.90	02.80
		Urban	06.90	79.30	06.90	06.90
	Nanded	Rural	09.00	60.20	23.10	07.70
		Urban	09.10	72.70	18.20	-
Tamil Nadu	South Arcot	Rural	10.50	72.10	15.00	02.40
		Urban	14.30	64.30	14 30	07.10
	Dharmapuri	Rural	13.20	65.90	16 50	04 40
		Urban	10.00	50 00	30.00	10 00

Table 5 2 . Perceptions Regarding the Direction in which the Social Status of Primary Schoool Teachers Moved During the Last 10 Years(Continued)

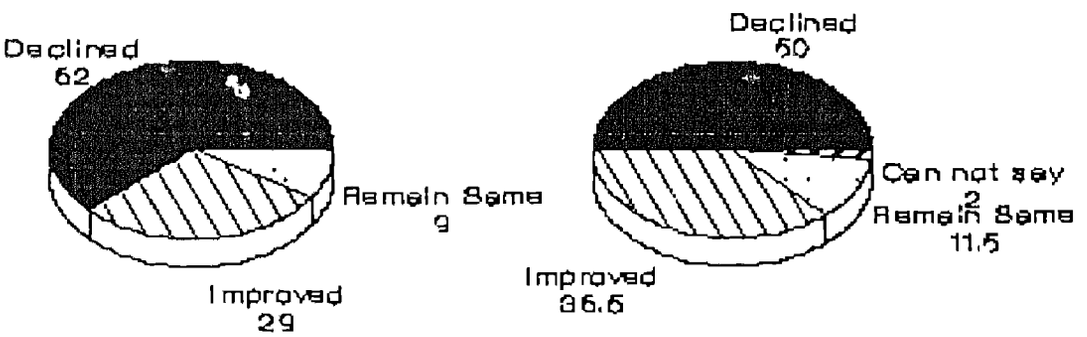
State	District	Location	Decli-ned	Impro-ved	Remai-ned the same	Can not say
Orissa	Gajapati	Rural	17.60	67.10	11.80	03.50
		Urban	26.70	66.70	06 70	--
	Rayagada	Rural	21.30	66.30	06 70	05.60
		Urban	--	90.90	09.10	-
Madhya Pradesh	Betul	Rural	51.20	37.80	09.80	01 20
		Urban	22.20	55.60	11.10	11 10
	Bilaspur	Rural	21.70	73 50	04 80	--
		Urban	47.10	35.30	11.80	05.90
	Ratlam	Rural	50.00	33.80	16.20	--
		Urban	56.30	21.90	21 90	--
	Sehore	Rural	52 40	36.60	11.00	--
		Urban	27.80	61.10	11.10	--
	Tikamgarh	Rural	30.90	50.60	16.00	02.50
		Urban	36.80	42.10	21.10	--

Fig5.1 : Direction of Movement of Social Status



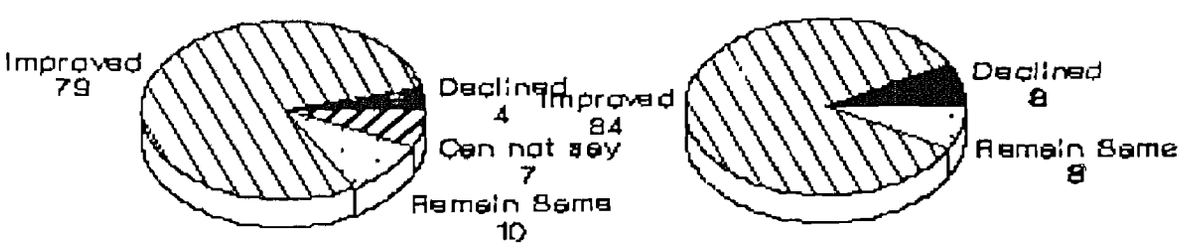
Karbi Anglong Darang

Assam



Jind Hissar

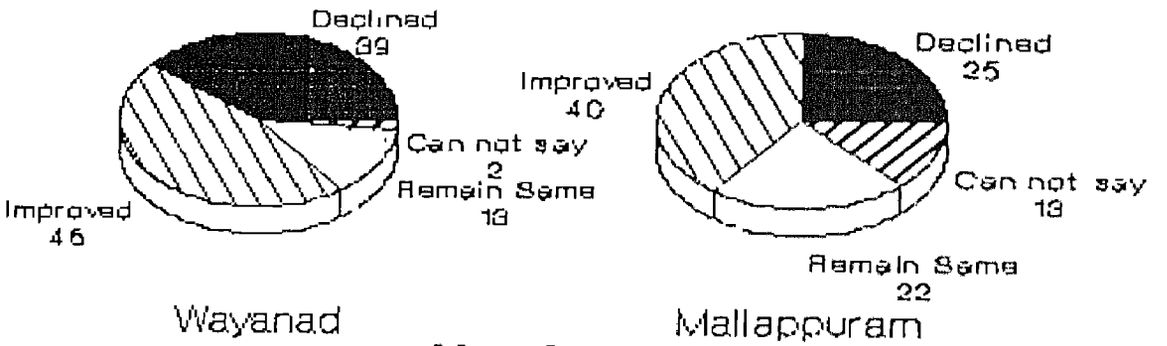
Haryana



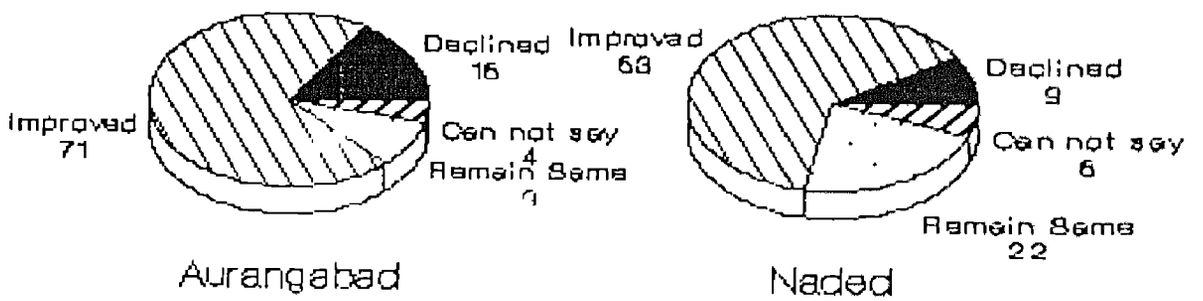
Raichur Belgaum

Karnataka

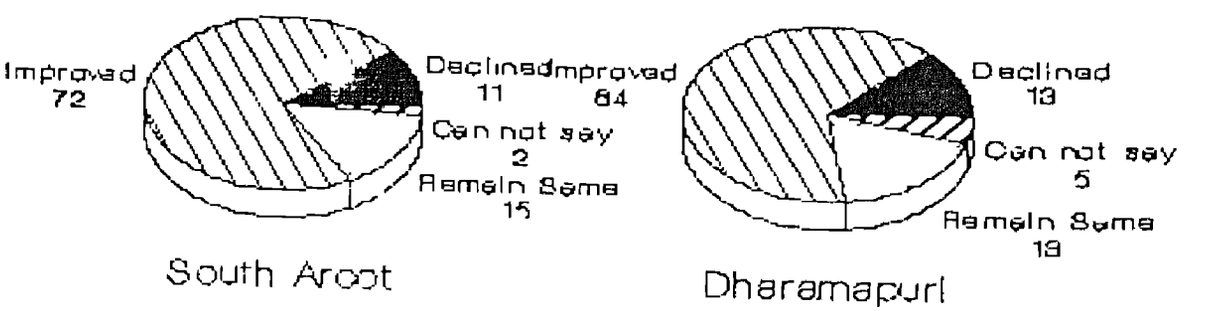
Fig5.1 : Direction of Movement of Social Status



Kerala

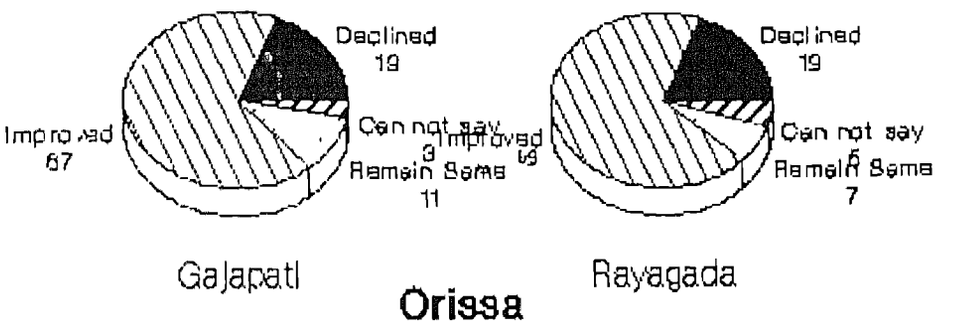


Maharashtra

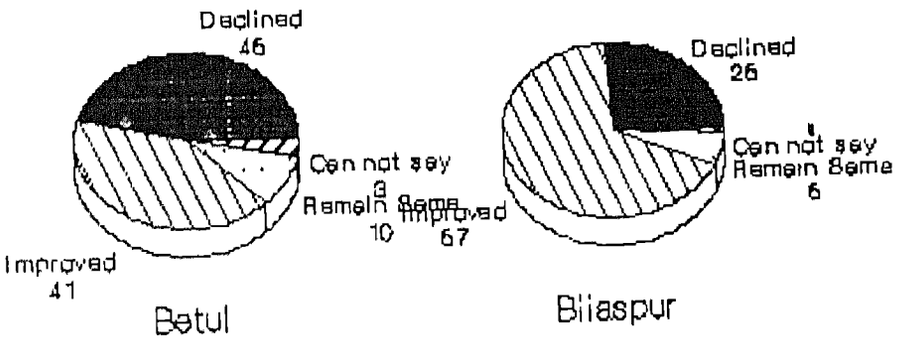


Tamil Nadu

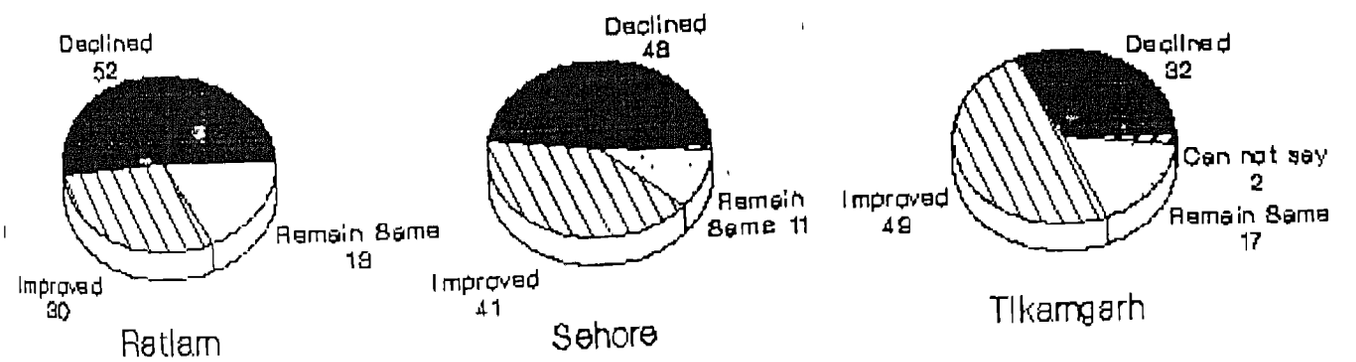
Fig5.1 : Direction of Movement of Social Status



Orissa



M.P.



M.P.

Table 5 3 Perceptions About Factors Responsible For Declining Social Status of Primary School Teachers

Reason	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
	Karbi Anglong	Darang	Jind	Hissar	Raichur	Belgaum	Waynad	Malla-puram	Auran-gabad	Nanded	South Arcot	Dhar-mapuri
Salary and Other Service Conditions	1	3	3	2	1	1	1	1	5	3	1	4
Government Attitude towards Primary School Teachers	2	2	1	1	4	4	4	5	2	2	5	6
Integrity and Devotion to duty among Primary Teachers	3	4	2	3	3	2	2	2	1	1	3	3
Sense of Pride in the Profession	8	8	4	4	2	3	3	3	4	6	6	1
Mastery over Subject Matter	7	7	8	8	6	7	8	8	6	7	8	8
Teaching Competence	4	1	7	5	5	5	7	6	7	5	2	2
Commitment to Student welfare	6	5	5	6	7	8	5	4	3	4	4	5
Respect from Students	5	6	6	7	8		6	7	8	8	7	7

Table 5.3 Perceptions about Factors Resposncible For Declining Social Status of Primary School Teachers(Continued)

Reasons	Orissa		Madhya Pradesh				
	Gajapati	Rayagada	Betul	Bilaspur	Ratlam	Sehore	Tikamgarh
Salary and other service condition	2	1	1	8	3	3	5
Govt attitude towards primary school teachers	1	2	2	7	2	1	3
Integrity and devotion to duty among primary teachers	4	3	3	5	1	2	1
Sense of pride in the profession	6	5	4	6	5	6	6
Mastery over subject matter	8	8	7	2	7	5	8
Teaching Competence	3	4	5	1	6	4	2
Commitment to Student Welfare	5	6	6	4	4	7	4
Respect from Students	7	7	8	3	8	8	7

Table 5 4. Satisfaction about Social Staus(Genderwise)

State	District	Gender	Highly Satisfied	Satisfied	Dissatis-fied	Highly Dis-satisfied
Assam	Karbi Anglong	Male	-	78 70	21.30	-
		Female	02.60	87.10	10.30	-
	Darang	Male	11.40	67.10	21.50	-
		Female	-	87 00	08.70	04.30
Haryana	Jind	Male	19 40	68.70	10.40	01.50
		Female	30 30	66.70	03.00	-
	Hissar	Male	12 50	87.50	-	-
		Female	04.10	91.70	04.20	-
Karnataka	Raichur	Male	09.40	84.40	03 10	03.10
		Female	02.80	83 30	-	13.90
	Belgaum	Male	11.00	84.90	02.70	01.40
		Female	11.10	88.90	-	-
Kerala	Waya-nad	Male	06 00	70.00	20.00	04.00
		Female	26 00	66.00	08.00	-
	Mallap-puram	Male	07.10	67.90	17.90	07.10
		Female	06.90	77.80	12.50	02.80
Maha-rashtra	Auran-gabad	Male	64.70	30.90	04.40	-
		Female	59 40	40.60	-	-
	Nanded	Male	35.30	57.60	07.10	-
		Female	40 00	53 30	06.70	-
Tamil Nadu	South Arcot	Male	09.40	87.50	-	03.10
		Female	13.20	77.90	07.40	01 50
	Dharma-puri	Male	30.30	64.30	05.40	-
		Female	20.00	77.80	02.20	-

Table 5.4 Satisfaction About Social Status (Genderwise)(Continued)

State	District	Gender	Highly Satisfied	Satisfied	Dissati-fied	Highly Dissati-sfied
Orissa	Gajapati	Male	03.00	78.80	15.20	03.00
		Female	08.80	82.40	08.80	-
	Rayagada	Male	05.50	72.50	20.90	01.10
		Female	-	100.00	-	-
Madhya Pradesh	Betul	Male	07.00	78.90	08.80	05.30
		Female	20.90	76.70	02.30	-
	Bilaspur	Male	14.80	81.50	03.70	-
		Female	26.30	68.40	05.30	-
	Ratlam	Male	12.70	70.90	16.40	-
		Female	15.60	73.30	11.10	-
	Sehore	Male	18.20	74.00	07.80	-
		Female	34.80	68.90	04.30	-
	Tikamgarh	Male	29.10	64.60	03.80	02.50
		Female	38.10	57.10	04.80	-

Table 5 5. Satisfaction About Social Status(Locationwise)

State	District	Location	Highly Satisfied	Satisfied	Dissatis-fied	Highly Dis-Satisfied
Assam	Karbi Anglong	Rural	01 20	84.40	14.40	-
		Urban	-	60.00	40.00	-
	Darang	Rural	08.70	72.80	18 50	-
		Urban	10.00	60.00	20.00	10.00
Haryana	Jind	Rural	21.50	69.60	08.90	-
		Urban	28 60	61.80	04.80	04.80
	Hissar	Rural	03.80	94.90	01.30	-
		Urban	16.00	76.00	08.00	-
Karnataka	Raichur	Rural	06.30	82.30	02.50	08.90
		Urban	09 50	90.50	-	-
	Belgaum	Rural	11.80	84.20	02.60	01.40
		Urban	08.30	91.70	-	-
Kerala	Waya-nad	Rural	16.50	67.00	14.40	02.10
		Urban	-	100 0	-	-
	Mallap-puram	Rural	07.70	73.60	14.30	04.40
		Urban	-	88.90	11.10	-
Maha-rashtra	Auran-gabad	Rural	63.40	32.40	04 20	-
		Urban	62 10	37.90	-	-
	Nanded	Rural	34 .60	59 00	06.40	-
		Urban	40 90	50 00	09 10	-
Tamil Nadu	South Arcot	Rural	12 80	79 10	05.80	02.30
		Urban	07 10	92 90	-	-
	Dharma-puri	Rural	26.40	69 20	04.40	-
		Urban	20 00	80.00	-	-

Table 5 5 . Satisfaction About Social Status (Locationwise)(Continued)

State	District	Location	Highly Satisfied	Satisfied	Dissati -fied	Highly Dissati -sfied
Orissa	Gajapati	Rural	03 50	81.20	12 90	02 40
		Urban	13 30	73.30	13 30	--
	Rayagada	Rural	05.60	74 20	19.10	01.10
		Urban	--	81 80	18.20	--
Madhya Pradesh	Betul	Rural	12 20	76 80	07.30	03.70
		Urban	16.70	83.30	–	--
	Bilaspur	Rural	15.70	81.90	02.40	--
		Urban	23.50	64.70	11.80	--
	Ratlam	Rural	14.70	75 00	10.30	--
		Urban	12.50	65.60	21 90	--
	Sehore	Rural	18.30	74 40	07.30	--
		Urban	38.90	55.60	05.60	--
	Tikamgarh	Rural	32.10	63.00	03.70	01.20
		Urban	26 30	62.20	05.30	05 30

Table 5.6 Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Assam			
	Karbi Anaglong		Darang	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	4	-	4	5
High Status of Teacher's Parents	8	-	8	7
Link with important Person(s)	9	-	9	-
High Economic Status	11	-	10	-
Good Performance of his/her Students in Studies, sports etc.,	1	2	3	2
Recognition of his/her merit by Society	6	4	6	6
Recognition of his/her merit by Government	10	6	11	-
Commitment to the Welfare of his/her Students	3	3	2	3
Participation in Community Activities	7	5	7	-
Reputation of School in which he/she is working	5	7	5	4
Moral Status of Teacher	2	1	1	1

Table 5.7: Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Haryana			
	Jind		Hissar	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	2	2	2	1
High Status of Teacher's Parents	8	10	11	10
Link with important Person(s)	9	4	5	4
High Economic Status	6	8	6	7
Good Performance of his/her Students in Studies, sports etc.,	1	1	1	2
Recognition of his/her merit by Society	5	3	4	3
Regonition of his/her merit by Government	7	7	10	8
Commitment to the Welfare of his/her Students	4	5	3	6
Participation in Community Activities	3	6	8	11
Reputation of School in which he/she is working	11	9	9	9
Moral Status of Teacher	10	11	7	5

Table 5 8. Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Karnataka			
	Raichur		Belgaum	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	1	1	2	2
High Status of Teacher's Parents	9	11	10	6
Link with important Person(s)	6	3	4	5
High Economic Status	8	10	5	8
Good Performance of his/her Students in Studies, sports etc ,	2	6	3	3
Recognition of his/her merit by Society	4	4	8	7
Recognition of his/her merit by Government	11	5	9	9
Commitment to the Welfare of his/her Students	5	7	7	10
Participation in Community Activities	7	9	6	4
Reputation of School in which he/she is working	10	8	11	11
Moral Status of Teacher	3	2	1	1

Table 5.9 Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Kerala			
	Wayanad		Mallappuram	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	6	6	7	-
High Status of Teacher's Parents	11	-	11	-
Link with important Person(s)	8	-	9	-
High Economic Status	9	-	8	-
Good Performance of his/her Students in Studies, sports etc.,	5	5	6	4
Recognition of his/her merit by Society	4	4	4	3
Recognition of his/her merit by Government	10	-	10	-
Commitment to the Welfare of his/her Students	2	2	1	1
Participation in Community Activities	3	3	3	6
Reputation of School in which he/she is working	7	-	5	5
Moral Status of Teacher	1	1	2	2

Table 5 10 Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Maharashtra			
	Aurangabad		Nanded	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	3	2	1	2
High Status of Teacher's Parents	9	7	10	8
Link with important Person(s)	11	11	11	-
High Economic Status	7	8	6	9
Good Performance of his/her Students in Studies, sports etc.,	2	1	2	1
Recognition of his/her merit by Society	6	5	5	5
Recognition of his/her merit by Government	10	10	8	7
Commitment to the Welfare of his/her Students	1	3	4	3
Participation in Community Activities	4	4	3	6
Reputation of School in which he/she is working	8	6	7	4
Moral Status of Teacher	5	9	9	-

Table 5.11: Factors Which Enable Teacher to Enjoy Reasonable Status in the Society

Factor	Tamil Nadu			
	South Arcot		Dharmapuri	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	3	5	6	3
High Status of Teacher's Parents	9	8	9	8
Link with important Person(s)	11	-	10	-
High Economic Status	10	-	11	-
Good Performance of his/her Students in Studies, sports etc.,	4	4	3	6
Recognition of his/her merit by Society	6	1	5	5
Recognition of his/her merit by Government	8	9	8	9
Commitment to the Welfare of his/her Students	1	3	1	2
Participation in Community Activities	5	7	4	7
Reputation of School in which he/she is working	7	6	7	4
Moral Status of Teacher	2	2	2	1

Tabel 5 12 Factors Which Enable Teacher To Enjoy Reasonable Status in the Society

Factor	Orissa			
	Gajapati		Rayagada	
	Rural	Urban	Rural	Urban
High Qualification of Teachers	1	2	1	1
High Status of Teachers' Parents	7	8	8	6
Link with important Person(s)	11	9	9	9
High Economic Status	10	--	4	5
Good performance of his/her students in Studies,sports etc.	2	1	2	2
Recognition of his/her merit by Society	8	6	6	7
Recognition of his/her by Government	9	7	7	10
Commitment to the Welfare of his/her Students	3	3	3	3
Participation in Community Activities	6	5	10	4
Reputation of school in which he/she is working	4	4	11	11
Moral Status of Teacher	5	10	5	8

Tabel 5.13 : Factors Which Enable Teacher To Enjoy Reasonable Status in the Society

Factor	Madhya Pradesh									
	Betul		Bilaspur		Ratlam		Sehore		Tikamgarh	
	R	U	R	U	R	U	R	U	R	U
High qualification of teachers	2	5	3	3	1	1	2	2	3	6
High status of teachers' Parents	11	9	7	5	8	6	6	10	9	11
Link with important person(s)	8	11	5	9	9	4	7	4	7	4
High economic status	10	8	9	7	6	7	4	5	10	10
Good performance of his/her students in studies,sports etc.	1	1	1	2	3	3	3	3	2	2
Recognition of his/her merit by society	5	6	8	11	4	5	8	6	6	9
Recognition of his/her by Government	9	3	10	10	10	8	10	9	8	7
Commitment to the Welfare of his/her students	6	4	2	4	5	10	9	7	4	3
Participation in Community Activities	4	10	4	8	11	11	5	8	5	5
Reputation of school in which he/she is working	7	7	11	6	7	9	11	11	11	8
Moral Status of teacher	3	2	6	1	2	2	1	1	1	1

Leadership in the Community

Nearly one-tenth of the teachers felt that they are accepted leaders in the community to a great extent except in Tamil Nadu and Tikamgarh in Madhya Pradesh where about 30 percent teachers had such a feeling (Table 5.14). More than 80 per cent of the teachers in Haryana felt that they were not accepted at all in the community. More than fifty per cent teachers in Malappuram and Tikamgarh had such a feeling

Acceptance of Teachers in Groups

Eighty nine per cent teachers in Belgaum district of Karnataka perceived their status to be very high among pupils This is followed by teachers in Gajapati(65 per cent), Rayagada(63 per cent) in Orissa,Jind (51 per cent) in Haryana, Karbi-Anglong (58 per cent) in Assam and Tikamgarh(55 per cent) in Madhya Pradesh (Table 5.15). Very limited percentage of teachers expressed that their status was quite high among students' parents. Similarly very limited number of teachers reported their status to be very high among other teachers. About 2 to 18 per cent in all the districts peceived their status very high among members of community. Most of them thought that their status is moderate. Teachers perceived their status to be low among administrators. This was particularly in respect of teachers in Assam (43 per cent) Teachers also perceived their status to be moderate among office staff. It was really interesting to note that teachers perceived their status to be low among politicians. This is for all the states except in Kerala where only limited percentage of teachers say five to nine per cent perceived their status to be very low in this regard.

Perceived Economic Status

Teachers were also asked to give their perceptions about economic status. Very limited number of teachers (2-6 per cent) expressed that their economic status was very high (Table 5.16) Surprisingly about 40 per cent teachers in Dharmapuri District in Tamil Nadu perceived their status to be high. More than 70 per cent of the teachers perceived their economic status to be moderate. In all the districts except those in Tamil Nadu and Gajapati in Orissa, less percentage of female teachers in comparison to male teachers perceived their status to be low Thus female teachers perceived their economic status better than their counterpart male teachers.

Teachers were asked to indicate the extent to which they could meet needs of their family with salary The percentage of teachers in both categories 'to a great extent' and 'not at all' was low except in few district. More than 70 per cent of teachers expressed that they were able to meet their basic needs of their family with their income to some extent only (Table 5.17). Although the concept of meeting family needs is subjective and varies frome culture to culture and place to place, but the data suggests that some teachers are not in a position to meet their needs from salary. This segment of teachers do have problem of motivation. Most of the teachers owned their house (Table 5.18). But the percentage of teachers who constructed/purchased their house after their appointment was low Ninety seven percent teachers in Karbi-Anglong and 91 per cent in Darang owned house but only 20 per cent of them in the former district and 37.7 per cent in the latter district constructed/purchased their house after their appointment The percentage of such teachers was, however quite high in Raichur (80%), South Arcot (70%) and Jind (60%) (Table 5.19). In other districts less than 40 per cent fell under this category From this it was inferred that roughly 60 per cent of teachers who owned house had inherited. Very limited percentage of teachers possessed other household items such as refrigerator, cooler etc This reflects the economic status of teachers

Table 5.14: The Extent to which Teachers Feel that they are Accepted as Leaders in the Community

State	District	To a Great Extent	To Some Extent	Not at All
Assam	Karbi Anglong	11.00	85.00	04.00
	Darang	15 70	74.50	09 80
Haryana	Jind	06.00	12 00	82.00
	Hissar	05.80	06.70	87.50
Karnataka	Raichur	17.00	53.00	30.00
	Belgaum	26.00	69 00	05.00
Kerala	Wayanad	11 00	61.00	28 00
	Mallappuram	06.00	42 00	52.00
Maha-rashtra	Aurangabad	18.00	67.00	15.00
	Nanded	16 00	69.00	15.00
Tamil Nadu	South Arcot	31.00	59 00	10.00
	Dharmapuri	30.70	34.60	34.70
Orissa	Gajapati	06.00	71.00	23.00
	Rayagada	05.00	83 00	12.00
Madhya Pradesh	Betul	10.00	44 00	46.00
	Bilaspur	14.00	78 00	08.00
	Ratlam	10.00	33.00	57 00
	Sehore	15 00	38 00	47.00
	Tikamgarh	30.00	57.00	13 00

Table 5 15 Acceptance of Teachers in Various Groups

Group	Status	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
		Karbi Anglong	Dar-ang	Jind	Hissar	Rai-chur	Bel-gaum	Waya-nad	Malla-puram	Auran-gabad	Nan-ded	South Arcot	Dhar-mapuri
Students	Very High	48 00	43 10	51 00	40 40	61.00	89 00	27 00	18 00	34.00	38.00	21.00	40.60
	High	51.00	52.90	33 00	39 40	33 00	10.00	42 00	39.00	59 00	47.00	55.00	48.50
	Moderate	01.00	02.90	11.00	18.30	05.00	01.00	30.00	40.00	07 00	15.00	22 00	05.90
	Low	-	01 00	04.00	01.90	01.00	-	01 00	03.00	-	-	01 00	05.00
	Very Low	-	-	01 00	-	-	-	-	-	-	-	01.00	-
Students Parents	Very High	19.00	19 60	21 00	23 10	18.00	37.00	17.00	08.00	09 00	08 00	10 00	23.80
	High	57.00	42.20	31.00	45.20	53.00	48 00	32.00	37.00	56 00	36 00	53.00	47 50
	Moderate	24.00	37.30	40 00	26 90	22 00	14.00	40.00	46.00	29 00	48.00	28 00	19.80
	Low	-	01.00	06.00	03.80	06.00	01.00	11.00	08.00	06.00	07.00	04.00	07 90
	Very Low	-	-	02 00	01.00	01.00	-	-	01.00	-	01.00	05.00	01.00
Other Teachers	Very High	13.00	12.70	15.00	02.90	19.00	37.00	07.00	05.00	15.00	05.00	18.00	14.90
	High	45.00	37.30	32.00	35.60	63.00	57.00	29 00	19.00	61.00	53.00	62.00	67.30
	Moderate	42.00	47 10	33.00	31.70	15.00	03.00	47.00	69.00	23.00	36.00	16.00	14.90
	Low	-	02.90	20 00	23.10	01.00	02.00	16 00	07.00	01.00	06.00	04.00	02.00
	Very Low	-	-	-	06 70	02 00	01.00	01 00	-	-	-	-	01.00

Table 5.15 : Acceptance of Teachers in Various Groups (Continued)

Group	Status	Orissa		Madhya Pradesh				
		Gajapati	Rayagada	Betul	Bilaspur	Ratlam	Sehore	Tikamgarh
Students	Very High	65.00	63 00	36 00	39 00	21.00	30 00	55 00
	High	21.00	22.00	33 00	34.00	55 00	35 00	17 00
	Moderate	12.00	09 00	25 00	27 00	20 00	28 00	26 00
	Low	01 00	02.00	06 00	-	02 00	07.00	02.00
	Very Low	01.00	04.00	-	-	02 00	-	-
Students' Parents	Very High	15.00	26.00	15 00	29.00	04.00	22.00	35 00
	High	70.00	47.00	49 00	33.00	48.00	30.00	25 00
	Moderate	08.00	18.00	28.00	36.00	28.00	40.00	32.00
	Low	06.00	04 00	06.00	02.00	13.00	08.00	06.00
	Very Low	01.00	05.00	02.00	-	07.00	-	02.00
Other Teachers	Very High	09.00	11 00	20.00	18.00	10.00	23 00	38.00
	High	65.00	58.00	34 00	27 00	42 00	33 00	23.00
	Moderate	26.00	25 00	39 00	47.00	29 00	30 00	35 00
	Low	--	04.00	05 00	07.00	15.00	13.00	02 00
	Very Low	--	02.00	02.00	01.00	04.00	01.00	02 00

Table 5 15 · Acceptance of Teachers in Various Groups (Continued)

Group	Status	Assam		Haryana		Karnataka		Kerela		Maharashtra		Tamil Nadu	
		Karbi Anglong	Darang	Jind	Hissar	Raichur	Belgaum	Wayanad	Mallapuram	Aurangabad	Nanded	South Arcot	Dharmapuri
Members of Community	Very High	02.00	02 00	03 00	02 90	13 00	14 00	02 00	03 00	07 00	04 00	09 00	08 90
	High	31 00	31 40	32.00	30 80	39 00	60 00	27 00	23 00	43 00	41 00	57.00	46 50
	Moderate	66 00	45 10	47 00	55 80	40 00	21 00	57 00	70.00	39 00	42 0	25 00	30 70
	Low	01.00	20 60	13.00	08 70	06 00	03 00	13 00	04 00	08 00	11.00	06 00	12.90
	Very Low	-	01.00	05 00	01 90	02.00	02.00	01.00	-	03 00	02 00	03 00	01 00
Administrators	Very High	-	-	03 00	01 00	11 00	10.00	06.00	03.00	10 00	10 00	10.00	07 90
	High	05 00	11 80	26 00	19.20	41 00	44.00	27.00	16 00	60 00	37.00	58.00	58 40
	Moderate	52.00	35.30	46.00	61 60	41.00	42.00	42.00	57.00	27 00	46.00	25 00	19.80
	Low	43 00	43 10	20.00	13 50	05.00	03.00	21 00	17.00	03.00	07 00	04 00	10 90
	Very Low	-	09.80	05 00	04 80	02 00	01.00	04 00	07 00	-	-	01 00	03.00
Office Staff	Very High	-	01 00	03.00	01.90	12.00	06.00	01 00	01 00	05 00	08 00	09 00	06 90
	High	04.00	08.80	38.00	30 80	29 00	35 00	29 00	09 00	66.00	47 00	65.00	62 40
	Moderate	42 00	40.20	34 00	42.30	41 00	49.00	46.00	68 00	23 00	27 00	21.00	18 80
	Low	50.00	44.10	15.00	24.00	13.00	10 00	19.00	14.00	02.00	17 00	03.00	09 90
	Very Low	04.00	05.90	10 00	01.00	05.00	-	05.00	08.00	04 00	01 00	02.00	02 00
Politicians	Very High	-	-	-	-	02.00	02.00	01 00	01.00	05.00	04 00	03.00	-
	High	-	02.00	50.00	15 40	06 00	06 00	16 00	15.00	12 00	07.00	27 00	09 90
	Moderate	13.00	09.80	40 00	26 90	07 00	23 00	57.00	51 00	10 00	13.00	23 00	06 90
	Low	26.00	30 40	22 00	30 80	32 00	41.00	21.00	24.00	26 00	39 00	25 00	21 80
	Very Low	61 00	57 80	33.00	26 90	53.00	28.00	05 00	09 00	47 00	37 00	22 00	61 40

Table 5.15 : Acceptance of Teachers in Various Groups (Continued)

Group	Status	Orissa		Madhya Pradesh				
		Gajapati	Rayagada	Betul	Bilaspur	Ratlam	Sehore	Tikamgarh
Members of Community	Very High	04 00	09 00	11.00	17.00	09 00	18 00	34 00
	High	56.00	37.00	38 00	20 00	48 00	37 00	20 00
	Moderate	32.00	31 00	35 00	55 00	29.00	30 00	39 00
	Low	05.00	14.00	12.00	08.00	11 00	14 00	06 00
	Very Low	03 00	09 00	04.00	--	03 00	01 00	01 00
Administrators	Very High	03.00	05.00	11.00	15.00	11 00	15.00	22 00
	High	40.00	26 00	30.00	17.00	40 00	30 00	25.00
	Moderate	48.00	43.00	39 00	41.00	24.00	25 00	26 00
	Low	05.00	12.00	11 00	23 00	21 00	20.00	13 00
	Very Low	04.00	14.00	09.00	04 00	04 00	10 00	14.00
Office Staff	Very High	06 00	03 00	16.00	18 00	15 00	23 00	32 00
	High	43.00	26.00	36.00	20.00	51 00	32.00	17 00
	Moderate	46.00	40.00	39.00	50.00	25.00	28.00	34 00
	Low	04.00	15.00	06.00	10.00	08.00	09 00	10 00
	Very Low	01.00	16.00	03.00	02 00	01 00	08 00	07 00
Politician	Very High	03.00	01.00	07.00	06.00	06 00	12 00	02 00
	High	13 00	09.00	26.00	03 00	34.00	17 00	08.00
	Moderate	34.00	22 00	30.00	16.00	20 00	28 00	19 00
	Low	31 00	23.00	18 00	21 00	14 00	16 00	18 00
	Very Low	19.00	45 00	19 00	54 00	26 00	27.00	53 00

Table 5 16. Teachers' Perceptions About Their Economic Status (Genderwise)

State	District	Gender	Very High	High	Mode-rate	Low	Very Low
Assam	Karbi Anglong	Male	-	03.30	39.30	57 40	-
		Female	-	02.60	59.00	38.40	-
	Darang	Male	01.30	07.60	53.10	38.00	-
		Female	-	08.70	65.20	26.10	-
Haryana	Jind	Male	03.00	01.50	65.60	28.40	01.50
		Female	-	06.10	66.70	24.20	03.00
	Hissar	Male	-	-	71.90	21.90	06.20
		Female	-	06.90	69.40	20.80	02.90
Karnataka	Raichur	Male	06.30	15.60	60.90	15.60	01 60
		Female	05.60	25.00	55.60	05.60	08.20
	Belguam	Male	02.70	17.80	69.90	09.60	-
		Female	-	14.80	81.50	03.70	-
Kerala	Wayanad	Male	02 00	-	62.00	28 00	08.00
		Female	02.00	02.00	66 00	22 00	08.00
	Mallap-puram	Male	-	03.60	46.40	42.90	07.10
		Female	-	01.40	75.00	22.20	01.40
Maha-rashtra	Auranga-bad	Male	04.40	14.80	77.90	02.90	-
		Female	06.30	18.80	75.00	-	-
	Nanded	Male	01 20	14.10	74.10	10.60	-
		Female	06 70	-	93 30	-	-
Tamil Nadu	South Arcot	Male	03.10	15 60	71.90	06 30	03 10
		Female	01.50	25 00	66.10	07.40	-
	Dharma-puri	Male	05 40	41.00	48 20	03 60	01 80
		Female	02 20	42.20	48 90	06.70	

Table 5.16: Teachers' Perception About Their Economic Status(Genderwise)(Continued)

State	District	Gender	Very High	High	Moderate	Low	Very Low
Orissa	Gajapati	Male	01.5	18.2	75.80	04 5	-
		Female	-	32.4	61 80	05 9	-
	Rayagada	Male	-	08 8	68.10	20 9	02.2
		Female	-	11.1	88.90	-	-
Madhya Pradesh	Betul	Male	01.8	05.3	71.90	19.3	01 8
		Female	02.3	04.7	76.70	14 0	02.3
	Bilaspur	Male	-	03.7	90.10	06.2	-
		Female	-	15 8	84.20	-	-
	Ratlam	Male	01.8	18.2	63 60	14.5	01.8
		Female	02.2	04.4	93.30	-	-
	Sehore	Male	-	05.2	75 30	19.5	-
		Female	-	08.7	82.60	08 7	-
	Tikamgarh	Male	01.3	05.1	70.90	19.0	03 8
		Female	04.8	09.5	76 20	04.8	04.8

Table 5 17. Extent to Which Teachers Meet Needs of their Family with Income

State	District	To a Great Extent	To Some Extent	Not at All
Assam	Karbi Anglong	03.00	91.00	06.00
	Darang	03.90	91 20	04.90
Haryana	Jind	17.00	76.00	07.00
	Hissar	16.40	78.80	04.80
Karnataka	Raichur	13 00	84.00	03.00
	Belgaum	09.00	90.00	01.00
Kerala	Wayanad	03.00	78.00	19 00
	Mallappuram	-	84.00	16.00
Maha-rashtra	Aurangabad	20.00	73.00	07 00
	Nanded	15.00	83.00	02.00
Tamil Nadu	South Arcot	07.00	68.00	25.00
	Dharmapuri	17.80	59.40	22.80
Orissa	Gajapati	13.00	72.00	15.00
	Rayagada	62.00	38.00	--
Madhya Pradesh	Betul	05.00	93.00	02.00
	Bilaspur	04 00	87.00	09.00
	Ratlam	13 00	86 00	01.00
	Sehore	09 00	86.00	05.00
	Tikamgarh	16 00	83.00	01.00

Table 5.18: Teachers Owning Certain House Hold Items

State	District	House	Bi-cycle	Scooter	Refri-gerator	T V	V.C.R	Cooler/ Fan	Others
Assam	Karbi Anglong	97.00	35 00	02.00	01.00	38.00	01 00	-	10 00
	Darang	91.20	61.80	09.80	01.00	31 40	02.00	02.00	15 70
Haryana	Jind	97.00	90.00	37.00	37.00	67 00	04.00	52.00	12.00
	Hissar	76.00	63.50	32.70	55.80	83.00	07 70	53 80	05.80
Karnataka	Raichur	42.00	36.00	08.00	02 00	41.00	-	-	53 00
	Belgaum	65.00	66.00	15.00	03.00	61 00	05 00	-	44.00
Kerala	Wayanad	56.00	05.0	03.00	-	17.00	04.00	20.00	04.00
	Mallappuram	67.00	09.00	08.00	22 00	45.00	11 00	79 00	20.00
Maha-rashtra	Aurangabad	72.00	49.00	13.00	09.00	57.00	02.00	08 00	03.00
	Nanded	81.00	37.00	05.00	04.00	43.00	01.00	08 00	-
Tamil Nadu	South Arcot	72.00	72.00	28.00	19.00	83.00	08.00	-	25.00
	Dharmapuri	74.30	52.50	28.70	07.90	67.30	03.00	02 00	23.00
Orissa	Gajapati	74.00	64.00	13.00	11 00	60 00	04.00	02.00	-
	Rayagada	78.00	65.00	10.00	01.00	23.00	--	01.00	01.00
Madhya Pradesh	Betul	56.00	66.00	22.00	12.00	58.00	01.00	20.00	03.00
	Bilaspur	79.00	84.00	15.00	05.00	46 00	01.00	12.00	15 00
	Ratlam	64.00	74.00	31.00	20.00	87.00	--	11.00	18 00
	Sehore	82.00	63.00	23.00	14.00	77.00	01.00	34.00	39.00
	Tikamgarh	71.00	81.00	22.00	05.00	50 00	04 00	26.00	05.00

Table 5 19 Teachers Who Constructed/Purchased House after Appointment

State	District	Percentage of Teachers
Assam	Karbi Anglong	20.00
	Darang	37.70
Haryana	Jind	60.00
	Hissar	39.40
Karnataka	Raichur	80.00
	Belgaum	47.00
Kerala	Wayanad	24 00
	Mallappuram	38.00
Maha-rashtra	Aurangabad	25.0
	Nanded	27.00
Tamil Nadu	South Arcot	71.00
	Dharmapuri	35 60
Orissa	Gajapati	14.00
	Rayagada	09.00
Madhya Pradesh	Betul	38.00
	Bilaspur	19.00
	Ratlam	40.00
	Sehore	19.00
	Tikamgarh	16 00

Percentage of teachers who go to their school on foot was quite high. It was 75 per cent in Karbi-Anglong, 62 per cent in Darang, Rayagada and Sehore, 72 per cent in Raichur, 79 per cent in Nanded, 71 per cent in Aurangabad, Betul and Tikamgarh and 61 per cent in Wayanad and Malappuram (Table 5.20).

Most of the teachers take half an hour to reach their school. About 11 per cent teachers in Gajapati, 8 per cent in Kerala and 5 per cent in Tamil Nadu take two hours to reach their school. They may be working in certain hilly tracts (Table 5.21).

Perceived Professional Status

Teachers were asked as to whether they acquired any additional qualification - academic or professional since their appointment. Reasons for not persuing any course were also sought. Further teachers were requested to express as to how they feel about their professional status and the factors which contribute to high professional status.

Improvement in Qualification

The teachers improving academic and professional qualification ranged from 10 to 62 per cent except in Karbi Anglong district of Assam where it was only 2.The percentage of teachers acquiring a university degree was over 40 in Assam, Haryana, Wayanad in Kerala, Maharashtra, Tamil Nadu and the districts of Betul and Ratlam in Madhya Pradesh. Number of teachers who acquired a postgraduate degree was more than 20 per cent in the two districts of Haryana, Dharmapuri district in Tamil Nadu and Tikamgarh district in Madhya Pradesh. Similary, teachers were also acquiring degrees in education (Table 5.22). It might due to the availability of opportunities in the Open Learning System. It seems to be a healthy trend but one has to be cautious. Unless special steps are taken, these teachers can not be retained in primary schools. Secondly, these teachers may get demotivated because they maymay continue to work in primary schools. This is likely to affect their performance adversely.

More than 60 per cent teachers in Karbi-Anglong and Darang district in Assam, Belgaum in Karnataka, about 50 percent in Raichur, Bilaspur and Tikamgarh, 40 per cent in Hissar in Haryana, Nanded in Maharashtra reported that they were not persuing any academic and professional course due to lack of provision of study leave.

More than 50% male and female teachers in Bilaspur and Tikamgarh districts of Madhya Pradesh , Raichur district of Karnataka and about 50% males in Jind district of Haryana, reported that they were not interested in persuing any higher academic and professional course (Table 5.23).In rest of the districts, percentage of teachers who were not interested in persuing any academic/ professional course was low.

A good percentage of teachers in the states of Assam and Karnataka, Nanded district in Maharashtra and Hissar district in Haryana reported non provision of study leave as the reason for not persuing any professional course. State governments concerned should make such a provision or create conditions facilitating persuit of higher courses by offering suitable incentives

Table 5.20. Percentage of Teachers Using
Different Modes of Travel from Home to School

State	District	On Foot	Bi-cycle	Scooter	Public Transport	Others
Assam	Karbi Anglong	75.00	12.00	01.00	17.00	01.00
	Darang	62.00	49.00	08 00	08 00	09.00
Haryana	Jind	35 00	55.00	13.00	26.00	-
	Hissar	42.30	12.50	07 70	41.40	07 70
Karnataka	Raichur	72.00	13 00	06.00	16.00	01.00
	Belgaum	54 00	21.00	02.00	28.00	-
Kerala	Wayanad	61.00	01 00	01.00	39.00	-
	Mallappuram	61 00	-	02.00	42.00	-
Maha-rashtra	Aurangabad	71.00	16.00	02.00	11.00	-
	Nanded	79.00	12.00	01.00	10.00	-
Tamil Nadu	South Arcot	30.00	12.00	06.00	58.00	-
	Dharmapuri	41.60	15.80	07.90	39.70	-
Orissa	Gajapati	40 00	37.00	06.00	27.00	--
	Rayagada	62.00	40.00	02.00	02.00	--
Madhya Pradesh	Betul	71.00	22.00	08.00	05.00	--
	Bilaspur	58.00	63.00	10.00	11.00	03.00
	Ratlam	41.00	26.00	10 00	38.00	03.00
	Sehore	62.00	42 00	12.00	11.00	09.00
	Tikamgarh	71.00	50 00	10 00	22 00	04.00

Table 5.21 Time Taken By Teachers in Commuting from Home to School

State	District	Half an Hour	One Hour	One and Half an Hour	Two Hours	More than Two Hours
Assam	Karbi Anglong	59.00	27.00	06.00	06 00	02.00
	Darang	76.50	21.50	-	-	02 00
Haryana	Jind	64.00	28.00	01 00	04 00	03.00
	Hissar	78.90	18.30	01.00	01.80	-
Karnataka	Raichur	83.00	15.00	-	02.00	-
	Belgaum	74.00	19.00	04.00	02.00	01.00
Kerala	Wayanad	55.00	20.00	09.00	07.00	09 00
	Mallappuram	55.00	23.00	07.00	07.00	08 00
Maha-rashtra	Aurangabad	85.00	12.00	02.00	01 00	-
	Nanded	82.00	16.00	01.00	01.00	-
Tamil Nadu	South Arcot	37.00	37.00	09.00	13 00	04.00
	Dharmapuri	61.40	19.80	05 00	07.90	05.90
Orissa	Gajapati	49.00	28.00	09.00	03.00	11.00
	Rayagada	69.00	26.00	02.00	03.00	--
Madhya Pradesh	Betul	83.00	12.00	01.00	04.00	--
	Bilaspur	76.00	20.00	03 00	01.00	--
	Ratlam	54.00	26.00	09.00	0.00	01.00
	Sehore	78.00	15.00	03.00	04.00	--
	Tikamgarh	74.00	24.00	02 00	--	--

Table 5 22 . Teachers Who Acquired Higher Academic/Professional Qualifications Since Their Appointment

State	District	% of Teachers	Academic				Professional		Others
			B.A/B Sc/ B Com	M.A/M.Sc/ M.Com.	M Phil	Ph.D	B Ed	M.Ed	
Assam	Karbi Anglong	02 00	-	-	-	-	-	-	100.0
	Darang	11.80	41 50	-	-	-	08.70	-	66.70
Haryana	Jind	16 00	43.80	25.0	-	-	37.50	-	31.30
	Hissar	13 40	43.20	21.60	-	-	29.10	-	43 20
Karnataka	Raichur	28.00	28 60	14 30	-	-	21.40	-	42.80
	Belgaum	44 00	25 00	13.60	-	-	13.60	04.50	65.90
Kerala	Wayanad	17 00	70.50	11.70	-	-	17.60	-	29.40
	Mallappuram	10.00	20.00	-	-	-	30 00	-	50.00
Maha-rashtra	Aurangabad	35.00	40 00	08.60	-	02.90	05.70	-	60.00
	Nanded	21 00	76.10	19.00	-	-	-	-	04.70
Tamil Nadu	South Arcot	37.00	37.80	08.10	-	-	16 20	-	54.10
	Dharmapuri	20.00	55.00	40.00	-	-	25.00	30.00	15.00
Orissa	Gajapati	36.00	30.60	19.40	–	–	36.10	05.60	08.30
	Rayagada	40.00	15.00	07.50	–	–	32.50	–	45.00
Madhya Pradesh	Betul	45.00	42.20	35.60	–	–	11.10	02.20	08.90
	Bilaspur	45 00	24.40	17.70	–	–	55.60	02.30	–
	Ratlam	62 00	45.20	19.40	–	–	24.20	–	11.30
	Sehore	55 00	34 50	09 20	–	–	07.30	–	49.00
	Tikamgarh	51 00	29 40	23 50	–	–	09.80	–	37 30

Table 5.23. Reasons for Not Persuing Any Academic/Professional Course(Genderwise)

State	District	Gender	Not Interested	Too Old to Under go any Course	No Provision for Study Leave	Others
Assam	Karbi Anglong	Male	03.30	16 70	61 70	30 00
		Female	02.80	02 80	55.60	41.70
	Darang	Male	13.30	05.30	60 00	40 00
		Female	04 30	04.30	69 60	30.40
Haryana	Jind	Male	47.80	52.20	20 90	41.80
		Female	16.10	45.20	38.70	67 70
	Hissar	Male	25.90	33.30	37.00	44.40
		Female	14.30	22.90	45.70	64 30
Karnataka	Raichur	Male	50.00	25.00	50.00	13.50
		Female	51.50	27.30	48 50	18.20
	Belgaum	Male	22.90	31.40	57.10	11.40
		Female	38.50	23.10	73.10	30.80
Kerala	Wayanad	Male	09.40	28.10	12.50	68.80
		Female	19.00	23 10	11.90	64.30
	Mallap-puram	Male	21.70	30.40	13.00	34.80
		Female	21.90	12.40	20.30	45 30
Maha-rashtra	Auranga-bad	Male	05.00	53.30	13.30	13.30
		Female	-	22.70	27.30	22.70
	Nanded	Male	19.70	50.80	45 90	19.70
		Female	-	35.70	35.70	-
Tamil Nadu	South Arcot	Male	17.90	25.00	-	53.60
		Female	18.20	52 70	01 80	45.40
	Dharma puri	Male	08.20	24.50	04 10	65.30
		Female	16.20	08 10	08 10	70.30

Table 5.23 : Reasons For Not Persuing Any Academic/ Professional Courses(Genderwise)(Continued)

State	District	Gender	Not Interested	Too Old to Undergo Any Course	No Provision for Study Leave	Other
Orissa	Gajapati	Male	29.80	33 30	40.40	36.80
		Female	28.00	14.30	19.00	57.10
	Rayagada	Male	16.40	35.60	31.50	50.70
		Female	14 30	14.30	42.90	71.40
Madhya Pradesh	Betul	Male	16.30	46 90	22 40	14 30
		Female	02 60	07.90	50 00	55.30
	Bilaspur	Male	60 30	63.00	54 80	09 60
		Female	52.90	47.10	82.40	05.90
	Ratlam	Male	26 90	34 60	44.20	23.10
		Female	06 80	22 70	36.40	52.30
	Sehore	Male	42.60	24.60	26.20	37.70
		Female	35.00	20.00	50.00	25.00
	Tikamgarh	Male	51.40	56 90	62.50	12.50
		Female	60.00	40 00	40.00	13.30

Most of the teachers in Karbi-Anglong and Darang districts of Assam, Jind and Hissar in Haryana, Nanded in Maharashtra and all the five districts of Madhya Pradesh reported that their professional status was moderate (Table 5.24). About 40 per cent teachers in Dharmapuri, Mallappuram, Gajapati, 50% in South Arcot, Aurangabad, perceived their professional status to be high. About 35% teachers in Wayanad district in Kerala and Belgaum district in Karnataka perceived their status to be very high. There were no differences between males & females with regard to their perceptions in this regard.

Factors Contributing to Professional Status

Teachers in Karbi-Anglong and Darang districts gave rank first to the factor-performance of students (Table5.25) where as teachers from Haryana and Madhya Pradesh considered length of teaching experience as the most important factor in this regard. (Table 5.26 & 5 32). Teachers from Karnataka and Gajapati district of Orissa gave academic qualification first rank (Table 5.27 & 5.31). There were no differences between male and female teachers and teachers from urban and rural settings regarding their perceptions in this regard in the states of Assam, Haryana and Karnataka. Male teachers and teachers from rural Wayanad gave academic qualifications first rank whereas female teachers and teachers from urban area considered participation in in-service education programmes and performance of students as the first rank (Table 5.28). In Mallappuram district, teachers gave participation in in-service education programme first rank (Table 5 29 & 5 30).In Maharashtra and Tamil Nadu, male and female teachers, teachers from rural and urban areas gave different rating to factors. Commitment to the welfare of students was given rank first by male teachers and teachers from rural Aurangabad. Teachers from Nanded also considered this factor as the most important one Length of teaching experience was considered as the most important by females and rural teachers in South Arcot Urban teachers from Dharmapuri also considered this factor as the most important one.

Teacher Award

Very limited percentage of teachers received an award. No one from Karbi Anglong district in Assam, Wayanad and Mallappuram districts in Kerala and Dharmapuri district in Tamil Nadu received any award. The highest percentage of teachers ie. 16 percent from Belgaum district followed by 15 percent in Jind district of Haryana, 12 percent in Nanded district of Maharashtra and Gajapati district of Orissa received an award (Table 5.33) Only one per cent in South Arcot district of Tamil Nadu and Bilaspur district of Madhya Pradesh received an award. Most of the awardees received award either at the block and district level Since the percentage of teachers receiving award at different levels was very limited, the scheme of giving awards to best teachers might not be providing sufficient level of motivation to teachers to perform better. The scheme needs revision which may be based on a study determining its effectiveness

Tabel 5.24· Teachers' Perceptions About Their Professional Status(Genderwise)

State	District	Gender	Very High	High	Mode-rate	Low	Very Low
Assam	Karbi Anglong	Male	01.60	13.10	73 80	11.50	-
		Female	-	05.10	79.50	15 40	-
	Darang	Male	01.30	24.10	64 60	10 00	-
		Female	04.30	21.70	65.20	08 30	-
Haryana	Jind	Male	04 50	07 50	68.70	19 30	-
		Female	-	09.40	78.60	12.10	-
	Hissar	Male	03 10	25 00	62.50	09.40	-
		Female	02.80	19 40	69.40	08.40	-
Karnataka	Raichur	Male	21.90	40.60	34.40	03.10	-
		Female	25.00	27.80	47.20	-	-
	Belgaum	Male	38.40	30.10	28.80	02.70	-
		Female	37.00	29.60	29.60	03.80	-
Kerala	Wayanad	Male	28.00	24.00	48.00	-	-
		Female	40 00	32.00	28.00	-	-
	Mallap-puram	Male	28.60	46.40	21.40	03.60	-
		Female	15.30	38.90	45.80	-	-
Maha-rashtra	Auranga-bad	Male	11.80	45.60	39.70	-	02.90
		Female	06.30	50.00	43.70	-	-
	Nanded	Male	04.70	27.10	63.50	03 50	01.20
		Female	-	26 70	73.30	-	-
Tamil Nadu	South Arcot	Male	12.50	56 30	25 00	06.20	-
		Female	11 80	57 40	29 40	01.40	-
	Dharma-puri	Male	23 20	42.90	33 90	-	-
		Female	28.90	46 70	22.20	02.20	-

Table 5.24 : Teachers' Perception About Their Professional Status(Genderwise)(Continued)

State	District	Gender	Very High	High	Moderate	Low	Very Low
Orissa	Ganapati	Male	18.2	25.8	54.50	01.5	-
		Female	14.7	47.1	38.20	-	-
	Rayagada	Male	07.7	28.6	48.40	13.2	02.2
		Female	22.2	28.2	55.60	-	-
Madhya Pradesh	Betul	Male	08.8	08.8	77.20	05.3	-
		Female	09.3	09.3	69.80	11.6	-
	Bilaspur	Male	-	33.3	63.00	02.5	01.2
		Female	05.3	26.3	57.90	10.5	-
	Ratlam	Male	03.6	23.6	61.80	10.9	-
		Female	-	15.6	80.00	04.4	-
	Sehore	Male	02.4	04.9	82.90	09.8	-
		Female	-	16.7	72.20	11.1	-
	Tikamgarh	Male	-	27.8	5820	11.4	02.5
		Female	19.0	14.3	57.10	04.8	04.8

Table 5.25: Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Assam							
	Karbi Anaglong				Darang			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	3	5	4	1	4	4	4	2
Professional Qualifications	5	4	5	2	5	6	5	4
Length of Teaching Experience	2	3	2	4	3	3	3	5
Performance of Students	1	1	1	5	1	1	1	1
Commitment to the Welfare of Students	4	2	3	3	2	2	2	3
Experimentation/Innovations to Improve Teaching-Learning Process	6	6	6	6	6	7	6	7
Perceptions of Peers About Their Work	7	7	7	7	7	5	7	6
Appreciation by Seniors,Head Master, BEO, DEO, etc.	8	8	8	-	9	8	9	8
Membership of Experts Committees on Primary Education	10	10	10	-	10	-	10	-
Number of Awards Won	9	11	11	-	11	-	11	-
Participation in In-Service Education Programmes.	11	9	12	-	8	-	8	-

Table 5.26 Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Haryana							
	Jind				Hissar			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	5	3	5	5	11	7	10	7
Professional Qualifications	2	7	3	3	2	2	2	3
Length of Teaching Experience	1	1	1	1	1	1	1	1
Performance of Students	10	5	6	7	3	4	4	4
Commitment to the Welfare of Students	3	3	2	2	4	3	3	2
Experimentation/Innovations to Improve Teaching Learning Process	11	10	11	-	10	11	11	10
Perception of Peers About Their Work	9	8	9	10	6	9	7	11
Appreciation by Seniors,Head Master BEO, DEO, etc	4	4	4	4	8	5	5	6
Membership of Experts Committees on Primary Education	8	-	10	9	5	6	6	5
Number of Awards Won	6	9	7	8	9	10	9	8
Participation in In-Service Education Programmes	7	6	8	6	7	8	8	9

Table 5.27: Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Karnatka							
	Raichur				Belgaum			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	1	1	1	1	1	1	1	1
Professional Qualifications	6	6	6	10	4	4	7	3
Length of Teaching Experience	3	4	3	3	2	3	3	4
Performance of Students	2	2	2	5	3	2	2	2
Commitment to the Welfare of Students	5	5	5	4	6	5	5	7
Experimentation/Innovations to Improve Teaching-Learning Process	4	3	4	2	7	8	8	5
Perceptions of Peers About Their Work	11	11	11	9	8	9	9	9
Appreciation by Seniors,Head Master, BEO, DEO, etc	8	8	7	6	5	7	6	6
Membership of Experts Committees on Primary Education	9	9	9	8	10	10	10	10
Number of Awards Won	10	10	10	11	11	11	11	-
Participation in In-Service Education Programmes.	7	7	8	7	9	6	4	8

Table 5.28: Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Kerala							
	Wayanad				Mallappuram			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	1	3	1	2	5	3	3	2
Professional Qualifications	5	5	5	-	2	7	7	4
Length of Teaching Experience	7	6	7	-	6	5	6	1
Performance of Students	3	7	6	1	7	4	4	9
Commitment to the Welfare of Students	2	2	2	5	4	6	5	6
Experimentation, Innovations to Improve Teaching-Learning Process	6	4	4	4	3	2	2	5
Perceptions of Peers About Their Work	10	10	8	-	8	8	8	-
Appreciation by Seniors, Head Master, BEO, DEO, etc.	9	8	9	3	10	9	9	7
Membership of Experts Committees on Primary Education	8	9	10	-	9	10	10	8
Number of Awards Won	-	-	3	-	-	-	-	-
Participation in In-Service Education Programmes.	4	1	-	6	1	1	1	3

Table 5 29 Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Maharashtra							
	Aurangabad				Nanded			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	3	1	2	1	3	4	3	2
Professional Qualifications	4	6	3	6	2	7	1	6
Length of Teaching Experience	2	4	4	3	5	2	5	3
Performance of Students	8	7	7	7	6	-	7	9
Commitment to the Welfare of Students	1	2	1	2	1	1	2	1
Experimentation/Innovations to Improve Teaching-Learning Process	5	3	5	4	4	3	4	4
Perceptions of Peers About Their Work	7	8	8	8	7	6	6	7
Appreciation by Seniors,Head Master, BEO, DEO, etc	9	9	9	9	9	8	9	8
Membership of Experts Committees on Primary Education	- -	-	11	-	11	-	11	-
Number of Awards Won	10	10	10	-	10	-	10	-
Participation in In-Service Education Programmes	6	5	6	5	8	5	8	5

Table 5.30 Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Tamil Nadu							
	South Arcot				Dharmapuri			
	Male	Female	Rural	Urban	Male	Female	Rural	Urban
Academic Qualifications	2	-	1	2	1	4	2	2
Professional Qualifications		6	7	-	8	7	7	6
Length of Teaching Experience	3	1	2	1	2	2	3	1
Performance of Students	5	3	5	3	4	3	4	3
Commitment to the Welfare of Students	1	2	3	4	3	1	1	4
Experimentation/Innovations to Improve Teaching-Learning Process	4	4	4	7	5	5	5	5
Perceptions of Peers About Their Work	8	8	9	8	9	8	10	8
Appreciation by Seniors, Head Master, BEO, DEO, etc.	7	5	6	6	6	6	6	9
Membership of Experts Committees on Primary Education	-	9	-	9	10	11	11	-
Number of Awards Won		10	10	-	11	10	9	-
Participation in In-Service Education Programmes.	6	7	8	5	7	9	8	7

Table 5.31 : Factors Which ContributeMost to the Professional Status of Primary School Teachers

Factor	Orissa							
	Gajapati				Rayagada			
	Male	Femal	Rural	Urban	Male	Femal	Rural	Urban
Academic Qualification	1	1	1	3	4	9	6	1
Professional Qualification	2	2	2	6	1	1	1	3
Length of Teaching Experience	7	7	7	1	6	4	4	9
Performance of Students	4	6	4	4	2	2	2	4
Commitment to the Welfare of the Student	5	4	5	2	3	8	3	5
Experimentation/ Innovation to Improve Teaching-Hearing Process	3	3	3	1	5	3	5	2
Perceptions of Peers about their works	11	10	11	9	9	-	10	7
Appreciation by Senoiors, Headmasters, DEO, BEO, etc	8	5	6	8	7	5	8	8
Membership of Expert Committees on Primary Education	6	9	8	5	8	7	7	-
Numbers of Awards Won	9	11	10	10	11	-	11	-
Participation in In-Service Education Programme	10	8	9	11	10	6	9	6

Table 5.32 : Factors Which Contribute Most to the Professional Status of Primary School Teachers

Factor	Madhya Pradesh											
	Betul				Bilaspur				Ratlam			
	M	F	R	U	M	F	R	U	M	F	R	U
Academic Qualification	1	7	1	1	6	6	7	5	6	9	6	7
Professional Qualification	4	3	3	4	4	4	5	4	3	2	3	3
Length of Teaching Experience	1	1	1	1	1	1	1	1	1	1	1	1
Performance of Students	3	4	5	3	3	2	3	3	4	4	4	4
Commitment to the Welfare of the Student	2	2	2	2	2	3	2	2	2	3	2	2
Experimentation/ Innovation to Improve Teaching Learning Process	6	5	4	8	7	8	6	7	7	7	8	6
Perceptions of Peers about their work	7	8	7	5	5	5	4	6	1	6	7	1
Appreciation by Seniors, Headmasters, DEO, BEO, etc	8	9	9	6	1	-	1	-	8	1	9	1
Membership of Expert Committee on Primary Education	1	1	1	-	8	-	8	-	1	1	1	9
Numbers of Awards Won	9	6	8	9	1	-	1	-	9	8	1	8
Participation in In Service Education Programme	6	1	6	7	9	7	9	8	5	5	5	5

Table 5.32 : Factors Which Contribute Most to the Professional Status of Primary School Teachers(continued)

Factor	Madhya Pradesh							
	Sehore				Tikamgarh			
	M	F	R	U	M	F	R	U
Academic Qualification	3	7	4	7	8	1	9	8
Professional Qualification	2	2	2	2	3	1	3	2
Length of Teaching Experience	1	1	1	1	1	3	1	3
Performance of Students	6	6	5	6	4	4	4	9
Commitment to the Welfare of the Student	4	3	3	3	2	2	2	1
Experimentation/ Innovation to Improve Teaching-Hearing Process	8	8	8	-	9	7	8	1
Perceptions of Peers about their works	7	9	7	9	6	8	6	7
Appreciation by Senoiors, Headmasters, DEO, BEO, etc	9	5	9	5	7	6	7	5
Membership of Expert Committees on Primary Education	1	1	1	8	1	-	1	1
Numbers of Awards Won	1	1	1	1	1	9	1	4
Participation in In-Service Education Programme	5	1	6	4	5	5	5	6

Table 5 33 Number of Teachers Who Received Award at Different Levels

State	District	No of Teachers	Level				Reasons	
			Block	District	State	National	Best Teacher	Others
Assam	Karbi Anglong	-	-	-	-	-	-	-
	Darang	03	-	1	2	-	Yes	
Haryana	Jind	15	6	8	-	1	Yes	
	Hissar	04	1	1	1	1	Yes	
Karnataka	Raichur	07	7	-	-	-	Yes	
	Belgaum	16	8	6	1	1	Yes	
Kerala	Wayanad	-	-	-	-	-		
	Mallappuram	-	-	-	-	-		
Maha-rashtra	Aurangabad	02	-	1	1	-	Yes	
	Nanded	12	8	4	-	-	Yes	
Tamil Nadu	South Arcot	01	-	2	-	-	Yes	
	Dharmapuri	-	-	-	-	-		
Orissa	Gajapati	12	5	1	2	4	Yes	--
	Rayagada	3	1	2	--	--	Yes	--
Madhya Pradesh	Betul	4	--	2	1	1	Yes	--
	Bilaspur	1	--	--	1	--	Yes	--
	Ratlam	7	2	4	1	--	Yes	--
	Sehore	4	1	1	02	--	Yes	--
	Tikamgarh	3	--	2	1	--	Yes	--

Avenues for Promotion

Only about 30 per cent of the sampled teachers in Tamil Nadu, 23 per cent in Gajapati, 19 per cent in Betul, 17 percent in Assam and Haryana, Belgaum district of Karnataka and Rayagada district of Orissa got promotion in their career In rest of the districts, 10 per cent or even less than that got promotion (Table 5 34). This revealed that avenues for promotion of primary school teachers are woefully inadequate In view of the situation, it seems difficult to motivate teachers and sustain their motivation for better performance.

The teachers were asked about their promotion prospects . More than 90 per cent of the teachers in Assam and 50 per cent in Haryana, Kerala, Tamil Nadu and Madhya Pradesh reported that their chances for promotion were bleak (Table 5.35) It has also been depicted through Fig 5 2 In the states of Maharashtra and Orissa percentage of teachers between 20 and 38 When teachers feel staneded in a dead-end position in their career, it is difficult to sustain their motivation for improved performance. About one third of teachers in Karnataka, Wayanad in Kerala, Bilaspur in Madhya Pradesh and more than 50 per cent in Maharashtra and Orissa considered their promotional prospects as bright. The percentage seems to be on higher side Taechers might perceive selection grade also as a promotional prospects.This percentage comes close to the percentage of teachers in the age group 45 and above. The actual percentage of teachers who received promotion was very low. It ranged frome 6 to 32 per cent as it is very clear from table 5.34.

Transfer

About one-third of the teachers in the states of Haryana, Karnataka and Orissa and Aurangabad district in Maharashtra were transferred once during the last five years (Table 5 36) In the most of the districts, the percentage of teachers in this regard was less than 20 per cent. The high rate of transfer in the said states might be due to the transfer policy-which provides for a transfer after 3 to 5 years Percentage of teachers who were transferred twice was very high (23 per cent in Jind and 17 3 per cent in Hissar) in Haryana. Majority of teachers in all the districts except in Nanded in Maharashtra, Gajapati and Rayagada in Orissa and Sehore district of Madhya Pradesh reported that they were transferred at their own request (Table 5 37). Sixty eight per cent teachers in Nanded district, about 60 per cent in Orissa and Sehore district of Madhaya Pradesh reported that they were transferred on administrative grounds Teachers who were transferred twice or thrice within five years on administrative grounds perceived their transfer as punishment.This might be affecting adversely their motivation for better performance(Jangira and Yadav, 1994)

Representation on Committees

One teacher each in the districts of Darang in Assam, Hissar in Haryana, Belgaum in Karnataka and Wayanad in Kerala was represented on committee at block/district/state level for curriculum development/development of textbook for primary stage. This reflected that participation of teachers in the development of curriculum/text books was extremely low. States should increase their representation on these committees so that their grassroot level experiences are utilised in this regard

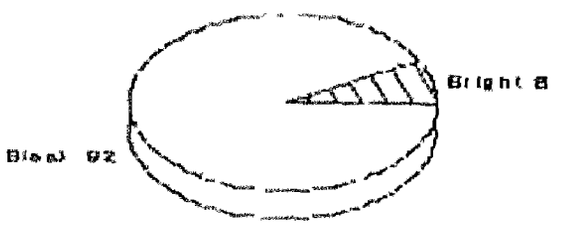
Table 5.34: Percentage of Teachers Who Got Promotion During their Academic Career

State	District	Percentage
Assam	Karbi Anglong	17.00
	Darang	17.00
Haryana	Jind	17 00
	Hissar	14.00
Karnataka	Raichur	12.00
	Belgaum	16 00
Kerala	Wayanad	07.00
	Mallappuram	06.00
Maha-rashtra	Aurangabad	11.00
	Nanded	10.00
Tamil Nadu	South Arcot	26 00
	Dharmapuri	32 00
Orissa	Gajapati	23.00
	Rayagada	16.00
Madhya Pradesh	Betul	19.00
	Bilaspur	11.00
	Ratlam	10.00
	Sehore	12 00
	Tikamgarh	11 00

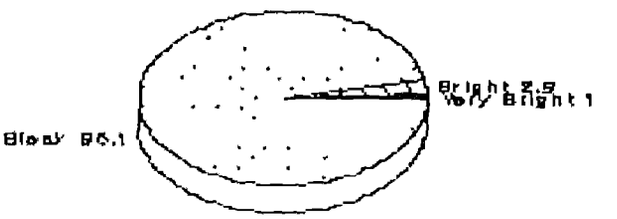
Table 5 35 Teachers' Perceptions About Their Promotional Prospects

State	District	Very Bright	Bright	Bleak
Assam	Karbi Anglong	-	08.00	92 00
	Darang	01.00	02.90	96.10
Haryana	Jind	18 00	26.00	56 00
	Hissar	13 50	24 00	62 50
Karnataka	Raichur	13 00	33 00	54 00
	Belgaum	05 00	32.00	63 00
Kerala	Wayanad	04.00	31.00	65 00
	Mallappuram	-	20 00	80.00
Maha-rashtra	Aurangabad	10.00	52.00	38 00
	Nanded	08.00	64.00	28 00
Tamil Nadu	South Arcot	03 00	28 00	69 00
	Dharmapuri	10.00	21.80	68.20
Orissa	Gajapati	16.00	64 00	20.00
	Rayagada	11 00	52.00	37.00
Madhya Pradesh	Betul	11.00	22.00	67.00
	Bilaspur	04.00	37 00	59 00
	Ratlam	04.00	18.00	78 00
	Sehore	09.00	25 00	66.00
	Tikamgarh	20.00	22 00	58.00

Fig.5.2 : Teachers' Perceptions About their Promotional Prospects

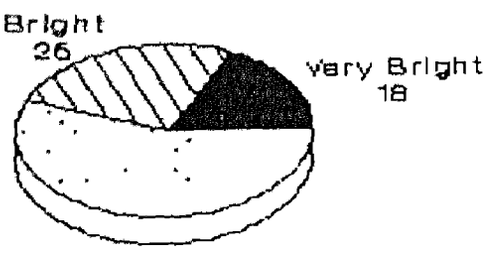


Karbi Anglong

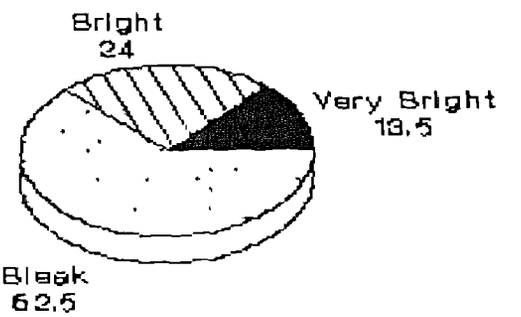


Darang

Assam

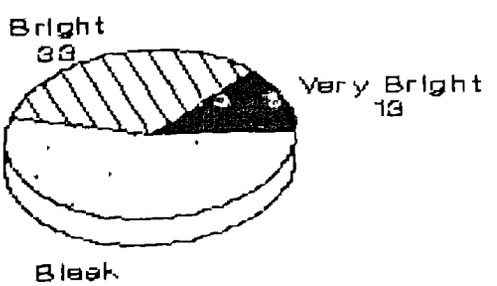


Jind

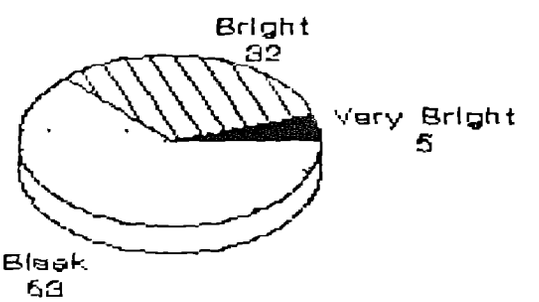


Hissar

Haryana



Raichur



Belgaum

Karnataka

Fig5.2 : Teachers' Perceptions About their Promotional Prospects

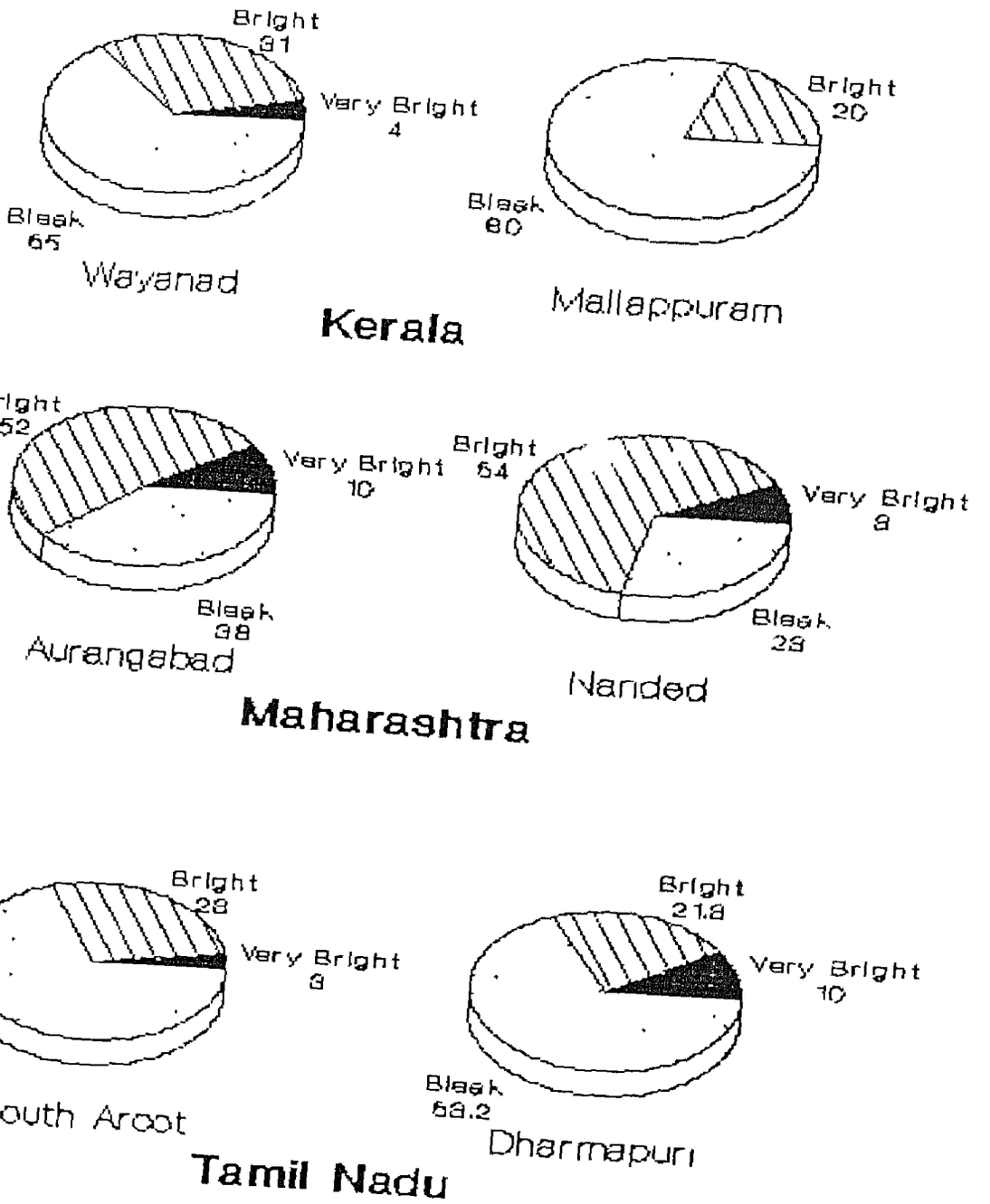
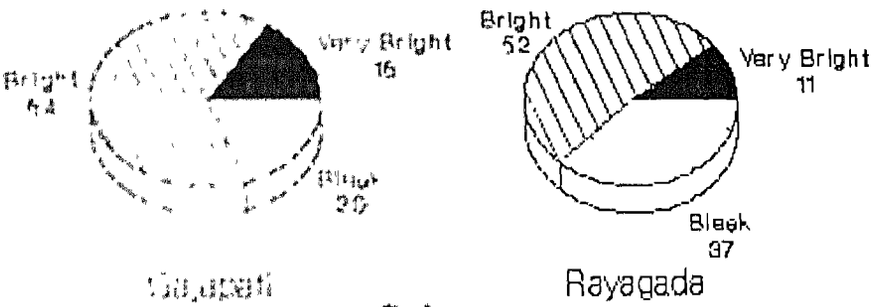
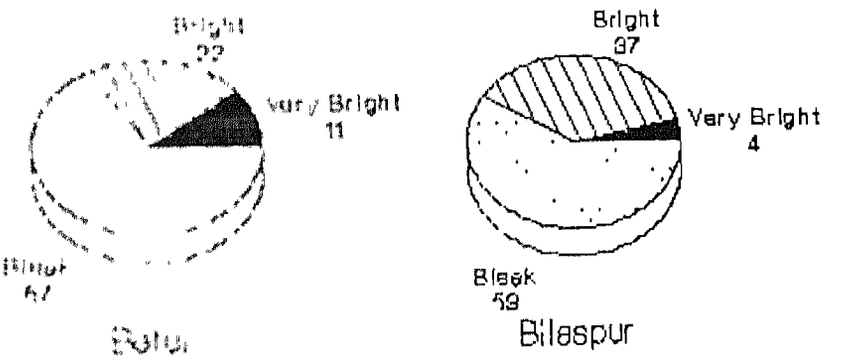


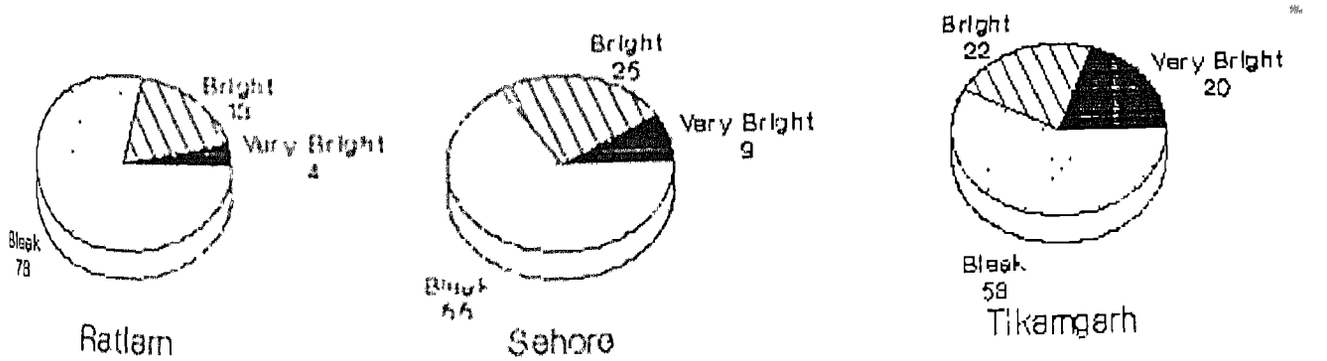
Fig5.2 : Teachers' Perceptions About their Promotional Prospects



Orissa



M.P.



M.P.

Table 5 36 · Percentage of Teachers Transferred During Last Five Years

State	District	Once	Twice	Thrice	More than Thrice	Total
Assam	Karbi Anglong	16 00	03 00	02 00	-	21 00
	Darang	15 00	-	-	-	15 00
Haryana	Jind	37.00	23 00	06.00	03 00	69.00
	Hissar	31.70	17 30	05.80	02 90	57.70
Karnataka	Raichur	32.00	03 30	02.00	01 00	38 00
	Belgaum	30.00	03.00	-	-	33 00
Kerala	Wayanad	19.00	09.00	01.00	02.00	31 00
	Mallappuram	12.00	02.00	03 00	02 00	19 00
Maha-rashtra	Aurangabad	33.00	11.00	-	-	44.00
	Nanded	18.00	03.00	01 00	-	22 00
Tamil Nadu	South Arcot	19.00	05 00	04 00	02.00	30 00
	Dharmapuri	15.80	14.90	01 00	02.00	33.70
Orissa	Gajapati	39.00	10.00	04.00	01 00	54 00
	Rayagada	45.00	18.00	08.00	02.00	73 00
Madhya Pradesh	Betul	14 00	03 00	--	--	17.00
	Bilaspur	14.00	03.00	--	--	17.00
	Ratlam	18.00	06 00	--	--	24 00
	Sehore	29 00	05 00	--	--	34 00
	Tikamgarh	22.00	04.00	--	--	26 00

Table 5.37. Reasons For Transfer

State	District	Own Request		On Administrative Grounds	
		N	%	N	%
Assam	Karbi Anglong	14	66.70	7	33.30
	Darang	10	66.70	5	33.30
Haryana	Jind	35	50 70	34	49.30
	Hissar	43	71 70	17	28.30
Karnataka	Raichur	22	57.90	16	42.10
	Belgaum	22	66.70	11	33 30
Kerala	Wayanad	24	77.40	7	22.60
	Mallappuram	17	89.50	2	10 50
Maha-rashtra	Aurangabad	28	63.60	16	36.40
	Nanded	7	31 80	15	68.20
Tamil Nadu	South Arcot	27	90.00	3	01 00
	Dharmapuri	30	88.30	4	11.70
Orissa	Gajapati	23	42.60	31	57 40
	Rayagada	30	41 10	43	58.90
Madhya Pradesh	Betul	11	64.70	6	35 30
	Bilaspur	14	82.40	3	17.60
	Ratlam	17	70 80	7	29.20
	Sehore	15	44 10	19	55.90
	Tikamgarh	14	53.80	12	46 20

Prediction of Professional Status Perception

The positive perception of professional status was considered as an indicator of career satisfaction and motivation The teachers were required to rate their professional status on five points ranging from 'Very High' to 'Very Low'. Based on the descriptive analysis data, 38 explanatory variables were selected for regression analysis (Table 5 38 and 5 39)

Table 5.38 Explanatory variables, Beta Coefficient, r and Standard Error

Explanatory Variable	Beta	r	Standard Error	t Value
Economic status (VH=1, H=2, MOD = 3, L&VL = 4)	187**	240**	0 778	8 43
Help from head teacher (VH=1, SH=2, NH=3)	110**	215**	0 764	4 74
Lack of academic guidance (Yes=1, No=2)	103**	197**	0 759	4 52
Long vacations Yes=1, Else=2)	138**	.111*	0 756	5 66
Could not find any job (Yes=1, Else=2)	- 112**	- 087**	0 753	4.78
Marital status (Unmarried=1, Else=2)	084**	0 044	0.751	3 87
Year of completion of teacher training	074**	112**	0 749	3 42
Desiring inservice training (Yes=1, Else=2)	065**	073**	0.747	3 02
No of Days inservice training	- 055**	- 071**	0 746	2.59
Promotional avenues (Yes=1, Else=2)	052**	.050*	0 745	2 41
Interest in teaching young children (Yes=1, Else=2)	- 056**	-0 004	0 744	2 44
Social status (Remained same=1, Improved=2, Else=3)	- 051**	-0 147**	0 743	2 24
Staff meetings (Term&Year=1, Week&Month=2, Else=0)	- 048*	0 089**	0 742	2 20
Limited hours of duty (Yes=1, Else=2)	- 051*	0 004	0 742	2 14

Table 5.39: Explanatory Variables, Multiple R, R^2 and Variation Explained (VE)

Explanatory Variable	Multiple R	Square R	%VE
Economic status (VH=1, H=2, MOD = 3, L&VL =4)	0 24	0 057	5 7
Help from head teacher (VH=1, SH=2, NH=3)	0 301	0 09	3 3
Lack of academic guidance (Yes=1, No=2)	0 322	0 104	1 4
Long vacations Yes=1, Else=2)	0 332	0 111	0 7
Could not find any job (Yes=1, Else=2)	0 334	0 119	0 8
Marital status (Unmarried=1, Else=2)	0 352	0 124	0 5
Year of completion of teacher training	0 360	0 13	0 6
Desiring inservice training (Yes=1, Else=2)	0 366	0 133	0 4
No of Days inservice training	0 37	0 137	0 3
Promotional avenues (Yes=1, Else=2)	0 374	0 14	0 3
Interest in teaching young children (Yes=1, Else=2)	0 377	0 142	0 2
Social status (Remained same=1, Improved=2, Else=3)	0 38	0 145	0 3
Staff meetings (Term&Year=1, Week&Month=2, Else=0)	0 383	0 147	0 2
Limited hours of duty (Yes=1, Else=2)	0 386	0 149	0 2

Multiple R = 386
R Square = 149
Adjusted R = 142

The 14 significant explanatory variables are Economic status, help from the head teacher, lack of academic guidance, long vacations, could not find any job, marital status, year of completion of teacher training, desiring inservice training, number of days of inservice training, promotional avenues, interest in teaching young children, social status, staff meeting, limited hours of duty Product moment correlations are not significant for the explanatory variables of material status, interest in teaching young children, social status, staff meeting and limited hours of duty The Beta coefficients for these variables are however, significant

The 14 variables explain 14 2 percent variation in the level of perceived professional status of teachers The first explanatory variable picked up in the step down regression analysis was economic status. It explains 5 7 percent of variation It is followed by 'help from the head teacher' which explains 3.3 percent variation in the perceived professional status of teachers. Two more variables, 'lack of academic guidance' and 'staff meetings to discuss learning-teaching problems' are also linked to this variable. The teachers who perceived their professional status high are sensitive to the lack of academic guidance These three variables together explain 4.9 percent of the variation The variables are indicators of internal supervision which also emerges as significant explanatory variable of student achievement (Raudenbust et al 1992).

The explanatory variables of 'desire for inservice training' predict the perceived level of professional status of primary school teachers. The amount of inservice training was indicated by the number of days of cumulative inservice training during the last five years The teachers with more days of inservice training perceived their professional status high.

The choice of the teaching profession was conceptualised as a composite component of the positive sub component of interest in 'teaching young children' and three sub components of 'long vacations', 'limited hours of duty' and 'could not find any other job' as opposite to 'interest in teaching young children'. The descriptive analysis indicated contradictory choice decisions The same trend is appearing in regression analysis indicated by contradictory directionality This variable needs further conceptualisation and study.

Expectation of promotion has emerged as a significant explanatory variable of the level of perceived professional status. The teachers who considered promotion chances 'very bright' and 'bright' perceived their professional status high Although chances for promotion of primary teachers do not go beyond head teacher, larger number of teacher considered their promotion channels as 'very bright' It may be due to a number of teachers who had already acquired or were in the process of acquiring higher qualifications, as indicated in descriptive analysis, may be expecting promotion outside primary schools

Social status emerged as a predictor of perceived professional status The variation explained is small, but it does matter. The aspect needs to be addressed as the descriptive analysis indicated that about one third of the teachers perceive a decline in social status

A large part of the variation in the perceived professional status remains unexplained as only 14.3 percent has been explained by the 14 variables. Further efforts to conceptualise professional status and explanatory variables are needed. But it does indicate that within school process (help from head teacher, academic help and discussion on problems relating to classroom), amount of inservice training, economic status and promotional prospects do affect teacher perceptions about professional status. These findings from regression analysis are preliminary, since the second level of analysis to assess variations between states is yet to be carried out and findings therefore should be considered as indicative only

Six
Problems of Teachers

This chapter focuses on problems being encountered by teachers in their schools It also discusses as to whether teachers are getting academic support from functionaries like Block Education Officer, District Education Officer, etc. Implications of the study have also been delineated in this chapter

Payment of Salary

Teachers were asked as to whether they get salary regularly on a fixed date It was very surprising to note that more than 70% of teachers in Rayagada districts of Orissa reported that they were not getting salary regularly on fixed date. Forty three per cent teachers in Darang district of Assam, 21 per cent in Gajapati, 14 per cent in Hissar, 10 percent in Raichur and 8 percent in Jind reported that they do not get salary regularly on a fixed date (Table 6 1). In other districts except, Belgaum and Mallappuram less than 6 percent teachers reported that they do not get salary regularly on a fixed date. Such a situation affects adversely the motivation of teachers State authorities need to take suitable steps to ensure that all the teachers get their salary regularly on a fixed date

Table 6.1 Percentage of Teachers Not Getting Salary Regularly on a Fixed Date

State	District	Percentage of Teachers
Assam	Karbi Anglong	01 0
	Darang	43 10
Haryana	Jind	08.00
	Hissar	14.40
Karnataka	Raichur	10.00
	Belgaum	--
Kerala	Wayanad	03.00
	Mallappuram	--
Madhya Pradesh	Betul	06 00
	Bilaspur	-
	Ratlam	-
	Sehor	03 00
	Tikamgarh	05 00
Maharashtra	Aurangabad	06 00
	Nanded	05.00
Orissa	Gajapati	21 00
	Rayagada	73.00
Tamil Nadu	South-Arcot	02 00
	Dharmapuri	02.00

Academic Support

More than 50 per cent teachers in Hissar district of Haryana, Wayanad and Mallapuram districts of Kerala, Bialspur and Tikamgarh disricts of Madhya Pradesh and Dharmapuri district of Tamil Nadu reported that they were not getting any academic support from District Education Officer (Table 6.2) The interview with District Education Officers also revealed that they were very busy with administrative responsibilities and as such they do not find adequate time to provide academic guidance to teachers. Most of the teachers were also not getting any academic guidance from DIET/TTI faculty as in some of the districts, DIETs were not fully operational and faculty of TTTs had not been given the responsibilities to provide guidance to in-service teachers. Academic guidance/support being provided by Block Education Officer (BEO)/ Inspecting Officer (IO) schools varied from district to district. Forty four per cent teachers in Wayanad district of Kerala, Bilaspur and Ratlam and Tikamgarh districts of Madhya Pradesh and thirty four per cent in Mallapuram reported that they were not getting any help from BEO/ IO. The number of primary schools a block education officer is required to visit in a year varied from state to state. It ranged from 30 to 120 It was the highest in the state of Haryana where a block education officer was expected to visit 120 primary schools in year On the other hand a block education officer in Kerala and Tamil Nadu was expected to visit about 30 schools in a year Interview with the block education officers in differet states revealed that they were not able to visit all the primary schools in their area in a year For instance, BEO in Karbi Anglong district in Assam mentioned that he could inspect only 66 % of the schools. In Hissar district, the BEO reported that only 33% of schools could be visited in a year. Further, when a school is visited/ inspected by a BEO/IO, the extent to which he/she is able to provide academic support to all the members of the staff in the school may not be up to the mark because of the constraint of time at his/her level. States need to take suitable steps to ensure that teachers get adequate and suitable academic guidance from their Block Education Officer.

Cases Pending

Teachers were asked as to whether their cases for grant of increment/leave/advance for house building etc were lying with block/district education officers. Very limited number of teachers reported that their cases were pending with these authorities. It was however, inferred from their behavior that they were not divulging the facts

Problems of Female Teachers

Majority of teachers in districts of Karbi-Anglong, Raichur, Belgaum, Wayanad, Gajapati, Rayagada, Betul reported that they were finding difficulty in getting residential accommodation (Table 6.3). The difficulty in other districts in this regard was less pronounced Surprisingly, none of the sampled teachers from Aurangabad district expressed difficulty in their regard Most of the teachers expressed that there were no separate toilets for women teachers. Harassment of women teachers by head teacher/supervisor/community was not at all reported by teachers in districts of Karbi Anglong, Aurangabad, Nanded, Dharmapuri, Belgaum, Rayagada and Sehor The percentage of teachers who reported harassment was very low in other districts.

Table 6.2. Percentage of Teachers Not Getting Any Help From Different Functionaries for Improving Their Performance

State	District	Other Teachers of Primary Schools	Teachers of Your School	School Complex	BEO/Inspecting Officer of the School	DEO/District Inspector of School	Faculty of DIET/TTI
Assam	Karbi Anglong	01 00	03 00	-	23 00	23 00	83.00
	Darang	-	01.00	20 60	08.80	30 40	58.80
Haryana	Jind	10.00	25.00	28.00	10.00	43 00	93.00
	Hissar	07.70	05.80	32 70	24 00	56 00	56 00
Karnataka	Raichur	05.00	07.00	11 00	04.00	29 00	45 00
	Belgaum	01 00	02.00	03 00	01.00	14 00	37 00
Kerala	Wayanad	19.00	06.00	49.00	44 00	57.00	32 00
	Mallappuram	23.00	02.00	37 00	34 00	63 00	35.00
Maharashtra	Aurangabad	03.00	03 00	09.00	02 00	26 00	82.00
	Nanded	06.00	03.00	07.00	04 00	46.00	61 00
Tamil Nadu	South Arcot	42.00	05.00	09 00	16.00	22.00	55 00
	Dharmapuri	33.70	13.90	40.60	09.90	62.40	90 10
Orissa	Gajapati	38.00	03.00	42.00	13.00	15.00	59 00
	Rayagada	32.00	04.00	44.00	22.00	36.00	99.00
Madhya Pradesh	Betul	32.00	09 00	71.00	19.00	32 00	46 00
	Bilaspur	10 00	06.00	73.00	38.00	54.00	61 00
	Ratlam	37.00	18.00	67.00	43.00	43.00	67.00
	Sehore	10 00	10.00	94 00	34.00	43.00	59 00
	Tikamgarh	33.00	10.00	37.00	39.00	68.00	68 00

Table 6.3. Problems Faced by Female Teachers

State	District	Percentage of Women teachers facing problems	Lack of co-operation from male teachers	Lack of separate toilets in the Schools	Difficulty in getting Residential accommodation	Harassment by head teacher/supervisor/ community	Others
Assam	Karbi Anglong	71 80	-	96.40	60.70	-	-
	Darang	43.50	-	100 0	100 0	10.00	-
Haryana	Jind	57.60	06 30	75 00	12 50	06.30	-
	Hissar	70 80	25 60	02.60	41.00	05.10	-
Karnataka	Raichur	77.80	10.70	78 60	82.10	07.10	-
	Belgaum	51.90	07.10	100.0	71 40	-	-
Kerala	Wayanad	36 00	-	72.20	72.20	05.60	16 70
	Mallappuram	34.70	-	76.00	36.00	04.60	12.00
Maharashtra	Aurangabad	18.80	-	100.0	-	-	-
	Nanded	26.70	25.00	50.00	50 00	-	-
Tamil Nadu	South Arcot	67 60	04.40	93 30	40.00	04.40	04.40
	Dharmapuri	46 70	09.50	95 20	09.50	-	-
Orissa	Gajapati	61.76	04 80	90.50	81.00	09.50	09 50
	Rayagada	77.78	–	100.00	71 40	–	–
Madhya Pradesh	Betul	39 58	10 50	57 90	68.40	10.50	–
	Bilaspur	63.16	08.30	58 30	41.70	08.30	16.70
	Ratlam	71.11	12.50	68 80	43.80	06.30	06.30
	Sehore	60 87	50.00	64.30	14.30	–	21.40
	Tikamgarh	71 43	42 90	78 60	57 10	14 30	28 60

The policy of the government is to improve representation of female teachers not only for ensuring equal professional status but also to improve girls' enrolment and retention in schools Unless these problems are addressed to in the project districts, this objective cannot fulfilled.

Problems in Schools

Majority of teachers from rural areas in all the districts except those of Wayanad, Mallapuram, South Arcot reported that they had multigrade teaching in their schools. High rate of pupils' absenteeism was more pronounced in rural areas than in urban areas. Lack of inservice training was reported by more teachers from rural schools than teachers in urban schools (Table 6 4)

Almost all the teachers from rural as well as urban schools except from urban schools of Aurangabad and Dharmapuri districts reported lack of teaching aids (Table6.5) Majority of teachers from rural as well as urban settings except from urban schools of Aurangabad, Nanded and Dharmapuri districts reported inadequate physical facilities Non availability of textbooks in time was reported by almost all the urban and rural schools .

The percentage of teachers who reported lack of guidance from seniors, varied from district to district. It was the highest in Bilaspur followed by rural Sehore, rural Hissar, urban Gajapati, urban Tikamgarh, urban Karbi-Anglong and rural Jind No one from urban schools of Wayanad, Aurangabad and Dharmapuri reported lack of academic guidance from seniors Surprisingly very limited percentage of teachers in some of the districts reported political interference in schools. Parents' apathy towards children education was reported by more teachers from rural schools than by urban schools (Table 6.6).

Meeting

Majority of teachers in all the districts reported that a meeting was held every month in their schools to discuss their problems and to improve teaching in classrooms (Table 6 7). Regarding meetings to take steps for attaining universal primary education, these were held monthly in very limited schools. In most of these schools, these were either held yearly or not held at all.

Table6.4 · Nature of Problems Being Faced by Teachers in Their Schools

State	District	Location	Multigrade Teaching	Heavy Syllabus	High Rate of Absenticism	Lack of In-Service Training
Assam	Karbi Anglong	Rural	87 80	01 00	24 40	78.90
		Urban	10 00	-	20 00	70.00
	Darang	Rural	72 80	03 30	07 60	50.00
		Urban	10.00	10 00	-	40.00
Haryana	Jind	Rural	40 50	48 50	55.70	36.70
		Urban	03 30	42 90	52 40	28.60
	Hissar	Rural	83 50	72 20	72 20	51 90
		Urban	24.00	44.00	60.00	28.00
Karnataka	Raichur	Rural	83 50	64 60	36 70	70 90
		Urban	19.00	33 30	47 60	52.40
	Belgaum	Rural	71.10	68 40	28 20	82.90
		Urban	33.30	62 50	11.10	75 00
Kerala	Wayanad	Rural	04 10	41.20	72.20	69.10
		Urban	-	100 0	33.30	-
	Mallap-puram	Rural	-	46.20	38.50	67.00
		Urban	-	22 20	-	55 60
Maha-rashtra	Auranga-bad	Rural	42.60	09 90	26.80	14.10
		Urban	15.60	-	-	41.40
	Nanded	Rural	48.70	19 20	25 60	30 80
		Urban	13.60	-	40 90	04 50
Tamil Nadu	South Arcot	Rural	-	23 .0	41 90	43.00
		Urban	-	07 10	14 30	50.00
	Dharma-puri	Rural	51.60	41.80	24.20	39.60
		Urban	10.00	20 00	-	-

Table 6.4 : Nature of Problems being Faced By Teachers in Their Schools(continued)

State	District	Location	Multigrade Teaching	Heavy Syllabus	High Rate of Absen-teesm	Lack of Inservice Training
Orissa	Gajapati	Rural	54 50	49.40	49.40	53 50
		Urban	67.60	33 30	06 70	63.50
	Rayagada	Rural	70 80	53 80	74 20	48 30
		Urban	45 50	22.20	--	88 80
Madnya Pradesh	Betul	Rural	32.90	61.00	36 60	18.30
		Urban	16.70	38 90	27 80	11 10
	Bilaspur	Rural	71.10	69.90	44.60	45.80
		Urban	78 60	41 20	58 80	41.20
	Ratlam	Rural	32 40	39 70	39 70	38 20
		Urban	15 60	37.50	56 30	40 60
	Sehore	Rural	65.90	80.50	65 90	43.90
		Urban	22.20	16 70	55.60	33 30
	Tikamgarh	Rural	66.70	38.30	49.40	50.60
		Urban	15.80	36 80	57 90	52 50

Table 6 5 Nature of Problems Being Faced by Teachers in Their Schools

State	District	Location	Lack of teaching aids in schools	Lack of physical facilities	Non-Availablity of text books in time
Assam	Karbi Anglong	Rural	98.90	97 80	95 60
		Urban	90 00	100 0	100 0
	Darang	Rural	100.0	98 90	94.60
		Urban	90 00	80.00	10 00
Haryana	Jind	Rural	78.50	77 20	54 40
		Urban	52 40	66 70	42 90
	Hissar	Rural	77 20	73 40	53 20
		Urban	40.00	88.00	16 00
Karnataka	Raichur	Rural	82 30	77 20	86.10
		Urban	57.10	52.40	76.20
	Belgaum	Rural	84.20	72.40	86 30
		Urban	79 20	87 50	96 30
Kerala	Wayanad	Rural	77 30	76.30	61.90
		Urban	100.0	66.70	100.0
	Mallappuram	Rural	62.60	56.00	72.00
		Urban	22 20	44.40	33.30
Maharashtra	Aurangabad	Rural	19 70	53 50	18.30
		Urban	-	10 30	-
	Nanded	Rural	61 50	52 60	21.80
		Urban	27.30	18.20	13.60
Tamil Nadu	South Arcot	Rural	65 10	91.90	50.00
		Urban	42.90	92.90	42.90
	Dharmapuri	Rural	34.10	62 60	08.80
		Urban	-	10 00	10.00

Table 6.5 : Nature of Problems being Faced By Teachers in Their Schools(continued)

State	District	Location	Lack of Teaching Aids in Schools	Lack of Physical Facilities	Non Availablity of Textbooks in time
Orissa	Gajapati	Rural	55 30	71 80	58 80
		Urban	66 70	80 00	46 70
	Rayagada	Rural	40 40	59 60	58 40
		Urban	100 0	90 90	99 90
Madhya Pradesh	Betul	Rural	46 30	76.80	35 40
		Urban	66 70	55.60	27 80
	Bilaspur	Rural	79 50	90 40	39 80
		Urban	58 80	47 10	29.40
	Ratlam	Rural	85 30	83 60	45 60
		Urban	71 90	80 00	43 80
	Sehore	Rural	91 50	86.60	34.10
		Urban	61.10	61 10	27.80
	Tikamgarh	Rural	67 90	82 70	28 40
		Urban	57 90	63 20	36 80

Table 6 6 Nature of Problems Being Faced by Teachers in Their Schools

State	District	Location	Lack of Academic Guidance from Seniors	Political Interfer-ence	Apathy of Partents towards Children's Education
Assam	Karbi Anglong	Rural	32.20	02.20	62 20
		Urban	50.00	-	100 0
	Darang	Rural	39.10	03 30	81.50
		Urban	40 00	-	50 00
Haryana	Jind	Rural	46 80	13 90	73 40
		Urban	28 60	14 30	52 40
	Hissar	Rural	54.40	06.30	64.60
		Urban	20 00	-	44 00
Karnataka	Raichur	Rural	35.40	10.10	68.40
		Urban	23 80	04 80	85.70
	Belgaum	Rural	19.70	30.30	67.00
		Urban	12 50	04.20	55.60
Kerala	Wayanad	Rural	48 50	20.00	90 70
		Urban	-	-	100 0
	Mallap-puram	Rural	33.00	13.20	79.10
		Urban	22 20	-	33.30
Maha-rashtra	Auranga-bad	Rural	02.80	05.60	-
		Urban	-	-	06.90
	Nanded	Rural	30 80	05.10	44 90
		Urban	18 20	04.50	40 90
Tamil Nadu	South Arcot	Rural	16 30	02.30	77.90
		Urban	28 60	-	78.60
	Dharma-puri	Rural	19 80	-	73.60
		Urban	-	-	40.00

Table 6.6 : Nature of Problems being Faced By Teachers in Their Schools(continued)

State	District	Location	Lack of Academic Guidance from Seniors	Political Interference	Apathy of Parents towards Children's Education
Orissa	Gajapati	Rural	28 20	10.60	71 80
		Urban	53 30	06.70	46.70
	Rayagada	Rural	38 20	22.50	85.40
		Urban	36 40	09.10	36 40
Madhya Pradesh	Betul	Rural	40.20	17.10	51.20
		Urban	11.10	-	33.30
	Bilaspur	Rural	55 40	08.40	69 90
		Urban	76 50	17.60	64 00
	Ratlam	Rural	26 50	01 50	72 10
		Urban	31.30	09.40	37.50
	Sehore	Rural	57.30	26 80	46 30
		Urban	33.30	05.60	61.10
	Tikamgarh	Rural	37.00	11 10	51.90
		Urban	52.60	26.30	47.40

Table 6 7. Frequency of Meeting/Activities Occuring in Schools

State	District	Meeting To Improve in Teaching-Learning					Meeting To Discuss Teachers Problem					Meeting To Achieve UPE				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assam	Karbi Anglong	-	88.00	04.00	01.00	07.00	01.00	75.00	01.00	16 00	07 00	-	01 00	01 00	73.00	25.00
	Darang	03.90	74.50	02 90	02.00	16 60	02 00	85.30	-	07 80	04.90	-	02 00	03.90	68 60	25 50
Haryana	Jind	29.00	63.00	02.00	01.00	05.00	35.00	54 00	04 00	01 00	06.00	-	15 00	09 00	17.00	59 00
	Hissar	19.20	51.00	01.90	01.00	26.90	29.80	39.40	01 90	01.00	27 90	01 00	65 00	14.40	06 70	71 10
Karnataka	Raichur	09.00	70 00	06 00	06 00	09.00	04 00	73.00	07.00	09 00	07 00	03 00	64 00	17.00	11.00	05.00
	Belgaum	16.00	82.00	02.00	-	-	11.00	80 00	03 00	03 00	03 00	80.00	16 00	04.00	-	-
Kerala	Wayanad	05 00	55.00	26.00	02 00	12.00	05.00	61.00	22 00	03 00	09 00	02 00	18 00	45 00	03 00	32 00
	Mallap-puram	13 00	50 00	14.00	12.00	11 00	08 00	68.00	15 00	04.00	05 00	05 00	12 00	21 00	19.00	43 00
Maha-rashtra	Auranga-bad	01 00	99 00	-	-	-	03.00	93.00	03 00	01 00	-	-	16 00	16 00	28 00	40.00
	Nanded	09 00	78 00	08 00	03.00	02.00	01 00	77 00	12.00	07 00	03 00	02 0	15 00	37.00	34 00	12 00
Tamil Nadu	South Arcot	09.00	62.00	11.00	06.00	12.00	06.00	26.00	09 00	07 00	52.00	02 00	22 00	23 00	16 00	37 00
	Dharma-puri	03 00	40.50	22 80	04.00	29 70	-	06.90	05 90	04 00	83.20	01 00	27.70	25 70	27 70	17 80

1.Weekly 2.Monthly 3.Termly 4.Yearly 5.Never

Table 6.7 : Frequency of Meeting/Activities Occuring in the Schools(continued)

State	District	Meeting to Improve Teaching Learning					Meeting to Discuss Teachers Problem					Meeting to Achieve UPE				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Orissa	Gajapati	06 00	78 00	01 00	02 00	13 00	02 00	63.00	05 00	13 00	17 00	06.00	57 00	06 00	02 00	22 00
	Rayagada	18 00	57 00	04 00	03 00	18 00	15 00	42 00	05 00	12 00	26 00	13 00	39 00	09 00	07 00	32 00
Madhya Pradesh	Betul	08 00	51 00	23 00	04 00	14 00	13 00	40 00	16 00	14 00	17 00	01 00	56 00	20 00	05 00	18 00
	Bilaspur	10 00	40 00	08 00	06 00	36 00	05 00	53 00	08 00	05 00	39 00	01 00	16 00	05 00	17 00	61 00
	Ratlam	07 00	14 00	-	16 00	63 00	-	31 00	06 00	24 00	39 00	-	-	07 00	18 00	75 00
	Sehore	11 00	41 00	08 00	13 00	27 00	07 00	42 00	10 00	04 00	37 00	08 00	22 00	15 00	13 00	42 00
	Tikamgarh	15 00	55 00	14.00	07 00	09 00	08 00	32 00	19 00	07 00	34 00	03 00	16 00	16 00	25 00	40 00

1. Weekly 2 Monthly 3. Timely 4. Yearly 5. Never

IMPLICATIONS

The study has a number of implications. Some of these are district/state specific and others are generic applicable to all the districts/states Firstly, the district/state specific implications have been delineated in the following paragraphs

ASSAM

The state should stop immediately recruitment of untrained teachers. The entire backlog of about 35,000 untrained teachers needs to be liquidated within next few years by sponsoring teachers for distance course to be offered by the Indira Gandhi National Open University (IGNOU) from 1995. The state should enter into a dialogue immediately with the NCERT and IGNOU in this regard

Pre-service teacher education programme should be started in all the BTCs and DIETs from 1995-96 The curriculum for the programme may be developed in collaboration with the NCERT

DIETs should be strengthened with human and material resources. these should provide short-term inservice training to teachers. The state should develop a policy for inservice training of teachers

The representation of female teachers is very low The state should take steps to encourage females to adopt teaching as a career. This has an important significance in attaining Universal Primary Education (UPE).

Under-matric teachers should be provided inservice training of suitable duration for their content upgradation through DIETs.

The minimum qualification for admission into a teacher training institution needs to be enhanced from 10 years to 12 years schooling with a view to improving the quality of instruction in schools.

The state should review its policy of appointing adhoc teachers on a fixed remuneration of Rs 900/- in the light of their teaching effectiveness which may be determined through a study by an independent agency.

Adchocism in initial posting and posting from one place to another affects adversely teachers' motivation for better performance. The State should formulate a policy in this regard

The state should open DIETs in all the DPEP districts.

HARYANA

Pre-service teacher education curriculum needs revision as teachers considered its unsatisfactory It also needs to be revised to realise the objectives of District Primary Education Programme (DPEP)

Facilities for inservice training are inadequate as about 50 per cent of teachers could receive inservice training during the last five years Additional facilities by creating infrastructure at block and school cluster level are needed State should evolve an inservice education policy wherein inservice training should not be treated as one shot affair

Heavy work load, irrelevance of training, non-availability of requisite material are the reasons attributed by teachers for not-using inservice training The state should design inservice training by assessing their inservice needs systematically and should organise training by using appropriate transactional approaches Multigrade teaching should receive the highest attention for inservice training Other areas which need attention are methods of teaching, use of improvised teaching aids.

The state should take steps to ensure that all teachers including those who are posted in rural areas get salary on a fixed date every month. Forteen per cent of teachers in Hissar and 8 per cent in Jind district reported that they do not get salary on a fixed date.

Block Education Officer/District Education Officer are not able to provide academic guidance to teachers because of their heavy administrative responsibilities. Suitable steps need to be taken to ensure that these officers provide academic support to teachers

State should develop a policy of teachers' transfer so that it does not stand in the way of teachers' zeal for better performance.

State should make their DIETs fully operational.

KARNATAKA

Since the representation of females in teaching force is only 38%, suitable steps need to be taken to enhance their representation

The supply of teachers exceeds the demand The state should take steps immediately to balance the supply with demand.

There are 127 teacher training institutions in the state. Of these, 82 are private/private unaided. The number of training institutions is much more than required for annual requirement of teachers The state should study effectiveness of curriculum transaction in these private aided and unaided institutions. Based on the findings of the study, substandard institutions should be closed down

Curriculum for preservice teacher education needs to be modified in the light of the objectives of the district primary education programme

Facilities for inservice training of teachers need augumentation This may be done by creating additional infrastructure at the block level/school cluster level.

The state should evolve policy of providing inservice education to teachers.

Provision for suitable incentives/study leave should be made to help teachers to improve upon their academic/professional qualifications

While developing training design, content of school subjects should be considered as an important area

Teachers are getting a very limited support from District Education Officer/Block Education Officer to improve upon their performance in their schools As such suitable steps need to be initiated to provide the desired guidance

In Raichur district, some female teachers were facing harassment at the hands of their head teachers Suitable steps need to be initiated so that head-teachers do not harass female teachers.

KERALA

There is a wide gap between supply and demand of teachers The supply exceeds the demand Immediate steps to match the supply with demand are needed.

About 64% of the ETTIs are private aided. The state should study the effectiveness of curriculum transaction in these private aided institutions and take steps to close down sub-standard institutions

The state should enhance minimum qualifications for entry into primary/elementary teacher training institutions from 10 year to 12 year schooling with a view to improving quality of instruction in classrooms.

Preservice teacher education at the primary stage needs to be modified in the light of the observations of teachers and be made more responsive to needs of DPEP.

State should take suitable steps to appoint tribal teachers in Wayanad district.

Fourteen per cent teachers in Mallapuram district are undermatric. District plan for Mallapuram district should envisage specific programme to help these teachers to upgrade their knowledge in different subjects.

State should take suitable steps to motivate teachers to improve upon their academic/ professional qualifications

Initial teacher training curriculum needs updating in the light of the objectives of District Primary Education programme Further the study reveals an overall dissatisfaction of teachers with initial training programme. Dissatisfaction relates to the areas - field work practice teaching and teaching of theory. The quality of the staff is also not appropriate.

MAHARASHTRA

Pre-service teacher education curriculum should be modified to realise the objectives of District Primary Education Education Programme

Imbalence between supply and demand of teachers needs to be corrected either by reducing enrolment or closing down sub-standard private unaided institutions

State should develop a policy for inservice training of teachers.

Suitable additional infrastructure for providing inservice education should be created at block/school cluster level for providing inservice education to all teachers

The policy of the state to post teachers 25 kms away from their home town needs an immediate review in the light of the learning outcome of pupils of these teachers

The number of teacher training institutions is much more than required to meet the demand Steps should be needed to reduce their number to avoid unnecessary wastage of resources

There is a high rate of trainees' failure particularly in aided and unaided institutions The situation needs immediate attention

There is a lack of housing facilities for teachers.

TAMIL NADU

The supply of teachers exceeds the demand to a great extent. Suitable steps need to be initiated to match the supply with demand. Out of 67 institutions, 32 are private aided institutions. Sub-standard private aided institutions need to be closed down.

Curriculum for pre-service teacher education needs to be looked into in the light of objectives of the District Primary Education Programme (DPEP).

Facilities for in-service education of teachers should be suitably augumented by creating additional infrastructure at the block/school cluster level

Teachers are getting very limited academic guidance from District Education Officer/ Block Education Officer. Conditions need to be created to enable these officers to provide academic guidance.

Lack of separate toilets is one of the problems being encountered more than 90 per cent of the women teachers. It needs to be looked into. High rate of absenteeism on the part of pupils, inadequate physical facilities are the problems being faced by the teachers in rural as well as urban settings Suitable steps are required to be taken to remedy the situation.

MADHYA PRADESH

The state has more than 30 percent untrained teachers The state should work out a strategy for clearing the backlog of untrained teachers immediately

The representations of female teachers is very low. The state should take steps to encourage females to adopt teaching as a career. This has an important significance in attaining Universal Primary Education (UPE)

The under-matric teachers should be provided in-service training of suitable duration for their content upgradation through DIETs

DIETs existing in various districts are illequiped in terms of human and material resources. State should augument staff in DIETs and also improve the facilities for effective transaction of pre-service teacher education curriculum and organisation of in-service education programmes.

Provision of study leave should be made to help teachers to improve upon their academic/professional qualifications.

Most of the teachers need compensation for attending in-service training programmes. State should provide suitable incentives to attract teachers to attend training programmes.

Teachers are getting very limited academic guidance from District Education Officer/ Block Education Officer Conditions need to be created to enable these officers to provide academic guidance.

Lack of separate toilets is one of the problems being encountered by more than 70 per cent women teachers It needs to be looked into. Lack of teaching aids in schools and multigrade teaching also are the problems being faced by teachers. Suitable steps are required to be taken to remedy the situation

ORISSA

The minimum qualification for the post of a primary teacher is matriculation with a certificate in teaching. The state should enhance the minimum qualification from 10 years of schooling to 12 years of schooling with a view to improving the quality of instruction in primary/ elementary schools.

The course started for training the untrained primary teachers should be given publicity and some incentives should be given to trainees for attending such courses.

The participation of teachers in inservice training programmes is inadequate (only about 30 percent) Additional facilities by creasting infrastructure at block and school cluster level are needed State should evolve a policy for inservice training of teachers

The representation of female teachers in the district Rayagada is only 9 percent Suitable steps may be taken by the district authorities to attract females into the teaching force

Seventy three percent teachers in district Rayagada reported that they were not getting salary regularly on a fixed date State may look into the problem very seriously as it affects the performance of teachers in the classroom

Preservice curriculum was revised last in 1982 State Education Department and the SCERT should immediately revise the existing curriculum in the light of the objetives of the DPEP

More than 70 percent women teachers are facing certain problems like lack of separate toilets in their school and difficulty in getting residential accomodation Suitable steps are required to be taken to remedy the situation

GENERAL IMPLICATIONS

Suitable mechanism should be evolved for assessing in-service education needs of teachers.

None of the states has developed policy for initial posting of teachers. Postings are generally made against vacancies. Most of the teachers prefer to be posted in urban areas As a result, vacancies in difficult contexts remain unfilled for a considerable time causing inadequate learning achievement on the part of pupils.

Admission to teacher training institutions is either made on the basis of marks in the qualifying exmainiation and/or on the basis of performance in the interview. There is a need to evolve a suitable admission criteria taking into consideration the potentialities which are helpful in becoming effective teachers.

In-service training in all these states is still a one short affair. States need to develop in-service education policy for providing continuous training with frequent back-up opportunities.

Suitable performance linked incentives need to be provided to teachers to sustain their motivation for improving pupils' learning outcome

For low learning achievement of pupils, their teachers should be accountable.

District education officers/block education officers are able to provide only limited academic guidance and support to teachers in their catchment area because of heavy administrative responsibilities being shouldered by them Conditions need to be created for these officers to help them to provide the necessary guidance to teachers

Lack of teaching aids, inadequate physical facilities are the problems being experienced by all teachers in rural as well as urban settings Steps need to be taken to mitigate these problems

While developing training design for inservice teachers, multigrade teaching, preparation and use of improvised teaching aids, play-way method etc are the areas which need attention

Training programmes should be of one to two weeks duration as very limited teachers desired three-weeks training

Competent resource persons, involvement of trainees in the training process, consultation with teachers to assess their needs, support for teachers to implement new ideas are the factors which emerged to improve teachers' participation in in-service training programmes Organisers of training programmes should take all these aspects into consideration.

General administration, providing academic guidance to teachers, team building, seeking community support, planning and management are the additional areas which should find place in the training design for head teachers.

Supervisiory staff may be provided in-service training in primary education as they are mostly from the secondary schools

Competent Primary/Upper Primary school teachers need to be involved in in-service training programmes of primary school teachers

States should set up DIETs immediately in all the DPEP districts where ever these do not exist

DIETs should ensure that their libraries are adequately utilised by both teachers and student-teachers

Further Research

Several areas of research emerge from the present study. The disequilibrium between demand and supply in some states raises the question of wastage of resources in preservice teacher education particularly in private unaided institutions A comprehensive study on labour market on primary school teachers is desirable

Relative effectiveness of trained and untrained teachers particularly in the states of Assam, Madhya Pradesh and Orissa needs to be studied

The effectiveness of transfer policy in terms of pupils attainment in the state of Maharashtra, i.e. posting of teachers at least 25 kms away from their home town needs to be studied

In this study, the issues of teacher motivation and teacher quality could not be linked to student achievement due to time constraint A study linking incentives and teacher quality to student achievement will be quite useful

Efficiency of teacher training institutions preparing primary school teachers, particularly DIETs/ETTIs (government, private aided and unaided), is needed from the point of view of cost involved and quality assurance

Adequate investment should be made for inservice training of teachers and teacher educators Studies on the impact of inservice training on classroom practice including teacher behaviour and student achievement are desirable for the improvement of inservice training design.

REFERENCES

Bolam, R. (1987), What is effecitve INSET? Paper Presented at the Annual Members Conference of the National Foundation of Educational Research in England and Wales, Bristol

Burgos, Vanga and Adriona, L. (1989), *ESL Reading Knowledge and In-service Training Needs of Elementary Level ESL Teachers* Dissertation Abstracts International 49 (8)2183 A

Billmeyar, Rachel Anaklein, P. (1989), *The Relationship between In-service Intensity and Skill Transfer* Dissertation Abstracts International 49 (8) 2032 A.

Caviani Maria Ethel, (1993) *Teachers' Perceptions of the Effects of Their Status on Their Motivation to Teach* Dissertation Abstracts International 53 (9-10) 3415 A

Chapman, David W; Snyder (Jr), Conrad W; and Burchfield, Shirley A. (1993) *Teacher Incentives in The Third World,* Teaching and Teacher Education - An International Journal of Research and Studies 9 (3), 301 - 16.

Cleary, Katharine, A. (1990), *A Study of the Relationship Between type of Teacher In-service Training and the Extent of Implementation of the Innovation* Dissertation Abstracts International, 50 (7)2020 A

Daresh, John C. (1987). *Research Trends in Staff Development and In-service Education.* Journal of Education for Teaching, 13(1), 3-11

Digranes, Haskon, S. (1990), *The Effect of an Inservice Teacher Training Programme upon the Transfer of a Teaching Behaviour into Classroom Performance.* Dissertation Abstracts International, 50(8) 2459 A

Esu, A and Esu, O. (1990), *In-service Education for Primary School Teachers in Nigeria* Dissertation Abstracts International. 50(1) 67 A.

Goodman, J. (1987) *Key factors in Becoming (or not becoming) on Empowered Elementary School Teacher.* A Preliminary Study of Selected Novices. Paper presented at the Annual Meeting of the American Educational Research Assocation, Washington, DC.

Govinda, R. and Vargees, N.V. (1992). *Quality of Primary Schooling In India* - A Case Study of Madhya Pradesh, New Delhi; NIEPA.

Grossnickle, Donald (1987) *In-service Follow-up What to Do After the Expert Leaves.* NASSP Bulletin. the Journal for Middle Level and High School Administrators 71 (497), 11 - 16.

Handerson, J. Pressly (1987) *Teachers Motivation and Perception of Their Work. The Influence of the North Carolina Carrier Development Plan* Dissertation Abstracts International. 48 (8) 1970 A.

Hyler, H E. (1990), *Teacher In-service Education : A Review of the Past Thirty Years and a Projection for the Future* Dissertation Abstracts International 50 (8) 2370 A.

Jangira, N K (1985), Professional Enculturation, New Delhi. Book Worth India

Jangira, N.K. and Ahuja, A (1994) *District Primary Education Programme* - Baseline Assessment Study of Four Districts of Haryana, New Delhi, NCERT

Jangira, N.K. and Ahuja, A. (1991). Effectiveness of Cooperative Learning Based Training in Inservice Training Programme on Special Needs, *Indian Journal of Disability and Rehabilitation*, July, 4,1

Jangira, N K , Singh, A and Garg, V.P (1994) *District Primary Education Programme* - Workshop on Training Needs of Teachers, New Delhi; NCERT

Jangira, N K. and Paranjpe, S. (1994). *District Primary Education Programme* - Baseline Assessment Study of Three Districts of Maharashtra, New Delhi; NCERT

Jangira, N.K and Yadav, D D. (1994). *District Primary Education Programme* - Baseline Assessment Study of Four Disrticts of Assam, New Delhi; NCERT

Joyce, B and Showers, B (1980) *Improving Inservice Training*. The Messages of Research Educational Leadership 37, 379 - 85.

Lockheed, M.E and Longford, N T (1991). School Effects on Mathematics Achievement Gains in Thailand In Stephen W Rauden Bush and J Douglas Willams (eds), *Schools, Classrooms and Pupils*, Academic Press, San Diego, CA, 131-48

Marline, Dunaway et al. *A Practical Approach to Making In-service Programme more valuable*. NASSP Bulletin The Journal for Middle Level and High School Administrators 71 (497) 17-19

MHRD (1987). *The Scheme of Operation Black Board*, Ministry of Human Resource Development, New Delhi.

OECD (1994). *Teacher Quality: Synthesis of Country Studies*, Centre for Educational Research and Innovations, Paris.

Raudenbush, Stephen W.et al (1992), *On the Job Improvement in Teaching Competence Population and Human Resource Development*, The World Bank.

Reichest, Dawoid Ronald (1992) *A Descriptive Study of Rural Teachers' Views of In-service Education*. Dissertation Abstracts International. 53(4) 1016 A

SCERT (1993). *Training Needs and Motivation of Primary School Teachers - A Write up*, State Council of Educational Research and Training, Maharashtra, Pune.

Shukla, S. et al (1993). *A Study of Attainment of Primary School Students in Various States*, DMESDP, New Delhi, NCERT.

Stone, Marlakay (1987), *Elementary Level Science In-Service Activities, An Analysis and Evaluation of a Chumulative Staff Development Program*. Dissertation Abstracts International 47 (10)3737 A.

UNICEF (1993), *Universalisation of Primary Education: Teacher Empowerment Project*, District Dhar, Regional Office, Bhopal

Van Tulder, M and Veenman, S (1991) *Characteristics of Effective In-service Programmes and Activities* Results of a Dutch Survey. Educational Studies 17, 25 - 48

Veenman S. Van Tulder, M and Voeten M (1994) *The Impact of In-service Training on Teacher Behaviour* Teaching and Teacher Education - An International Journal of Research and Studies, 10(3), 303-17

Wade, R.K (1985) *What Makes a Difference in In-service Teacher Education*· A Meta-analysis of the Research. Educational Leadership, 42, 48-54.

Watts, Kathleen Heidi (1987), *How Teachers Learn, Teachers Views on Professinal Development,* Dissertation Abstracts International 47(8), 3007 A

Wolfe, Leigh B. (1991), Effective Practices in In-service Education An Exploratory Study of the Perception of Head Start Participants Dissertation Abstracts International 52(5) 1717 A.